

Chapter 5

Discussion Program and Post-Program Sessions



1 Outline of the Discussion Program and Post-Program Sessions

(1) Purpose

The Discussion Program intends to encourage the Participating Youths (PYs) (1) to deepen their understanding of the current situation of the various fields in each country; as well as (2-a) to promote mutual understanding; (2-b) to improve the PYs' skills in exchanging views with other participants; and, (2-c) to enhance their abilities in presenting their own ideas in public, through a free-flowing and active exchange of opinions.

Furthermore, it aims to equip the PYs with practical knowledge and skills that are necessary for them to conduct post-program activity, to encourage them to come up with concrete ideas for possible post-program activity and enhance their willingness to actively participate in the post-program activity by providing opportunities for PYs to utilize the results of the Discussion Program.

The Post-Program Sessions aims to deepen PYs' understanding on the Alumni Association (AA) of respective countries and the SSEAYP International which is the solidarity body of the AAs, and allow PYs to design possible projects to realize their ideas for post-program activity.

(2) Theme

The Discussion Program followed a "common theme" and under it were eight (8) "group themes." Each Discussion Group (DG) comprised of more or less the same number of PYs from different contingents.

A. Common Theme: "Youth Participation in Social Activities"

The youth, as young leaders, are expected to play an important role in the revitalization and prosperity of their societies. This Discussion Program/Post-Program Session aim to raise PYs' awareness of the importance of their participation in social activities, and to enhance PYs' willingness and encourage their active participation in the post-program activity by providing opportunity for PYs to understand the current situation in each country and to discuss activities that they can contribute in the various fields.

B. Group Themes

1. Youth Entrepreneurship
2. Cross-cultural Understanding Promotion
3. Environment (Natural Disaster Reduction)

4. Food and Nutrition Education

5. Health Education (Measures against HIV/AIDS)

6. International Relations (ASEAN-Japan Cooperation)

7. School Education

8. Information and Media

(3) Proceedings

A. Discussion Program

PYs were divided into eight DG according to their preference prior to the embarkation. After grouping, the facilitators provided their PYs with pre-program assignments relevant to their respective discussion topics. Through such assignments, PYs deepened their knowledge of their respective group themes, as well as worked on the pre-program assignments in preparation for the Discussion Program.

During the country program in Japan, PYs participated in the discussion activities in the Japan-ASEAN Youth Leaders Summit (YLS) as well as in the institutional visits relevant to group themes, as part of an introduction to the Discussion Program. PYs had discussion on the theme set for YLS discussion with Japanese Local Youths (LY), who were selected in Japan, with the lead of Coordinators (Organizing Committee members) with advices given by facilitators, by DG.

After embarking, presentations of social activities in each country were made during the Introductory Program, and PYs actively participated in the Group Discussions. Each facilitator coordinated and managed his/her DG, assisted by Discussion Program Steering Committee members selected in each group and each contingent.

During the country program in the Philippines, the institutional visits were arranged according to the eight group themes to further enrich the discussion onboard. Upon experiencing actual activities and interacting with field experts/practitioners, the PYs increased their awareness and appreciation of "Youth Participation in Social Activities" vis-à-vis their respective group themes.

After the five consecutive group discussions, there was a session in which PYs learned approaches for designing and implementing projects from facilitators in order to equip themselves with practical knowledge and skills necessary for them in conducting social contribution activities after the SSEAYP. In the following session, PYs also practiced how to design concrete and feasible project(s) as hands-on experience in workshop, led by the facilitator and

Discussion Program Steering Committee members by DG.

The results of the discussion were presented by each group in the Presentation of Discussion Results and compiled in a report that was submitted to the Administration.

B. Post-Program Session

Post-Program Session I (plenary session) was organized and facilitated by the representatives of each Alumni Association (OBSC representatives). This session primarily contained the introduction of SSEAYP International (SI) which is the solidarity body of respective Alumni Associations. This session intended to deepen PYs' understanding of SI, its mission, objectives and activities, and encourage them to actively participate or organize post-program activity under their respective Alumni Associations or under SI. In addition, the status of implementation and the outcomes of the projects which were discussed and prepared by the previous years' PYs during the program were introduced, so that PYs would

have better image of the post-program activity and how they could act in their own communities.

Post-Program Session II (by contingent) was led by the OBSC representatives and Discussion Program Steering Committee members. In this session, PYs deepened their understanding of SSEAYP Alumni Associations, activities done by the Alumni Associations and former PYs in their respective countries. (For the contingent of Myanmar, this session was led by the NL and Discussion Program Steering Committee members.)

In the Post-Program Session III (by contingent), PYs discussed activities and projects which they would like to do as their post-program activity in their respective countries and communities and they also started designing their project in this session.

In the Post-Program Session IV (by contingent), PYs continued to work on making project proposed in the Post-Program Session III for finalization. PYs also prepared for the presentation at the Debriefing Session.

(4) Discussion Facilitators

Discussion Group	Name	Country	Sex
Youth Entrepreneurship	Polkrit Thomya	Thailand	M
Cross-cultural Understanding Promotion	Wiwit Prasetyono Hidayat	Indonesia	M
Environment (Natural Disaster Reduction)	Eudela, Ma. Lourdes Rosquillo	Philippines	F
Food and Nutrition Education	Saengnapha Uthaisaengphaisan	Thailand	F
Health Education (Measures against HIV/AIDS)	Megumi Ueda	Japan	F
International Relations (ASEAN-Japan Cooperation)	Aldecoa, Tito L. III Leduna	Philippines	M
School Education	Low Chai Siong Anthony	Singapore	M
Information and Media	Devianti Febriani Faridz	Indonesia	F

(5) Representatives of Alumni Associations (OBSC representatives)

Country	Name (year)	Sex
Japan	Akiko Sakai(2009)	F
Philippines	Alerta, Ma. Lourraine Taperla (2012)	F
Vietnam	Hoang Minh Thong (2012)	M
Lao P.D.R.	Silisack Malavong (2009)	M
Malaysia	Saridah Binti Mohd Sahid (2008)	F
Brunei Darussalam	Dk Maswati Binti Pg Tajuddin (1995)	F
Cambodia	Chhuong Yiv Chhoy (2013)	M
Indonesia	Icu Surtini Marwati (2012)	F
Singapore	Yew Zhengchang (2008)	M
Thailand	Pakin Santanan (2009)	M



Courtesy call on Mr. Takahiko Yasuda, Director General for International Youth Exchange, Cabinet Office (December 16)

【Flow of Discussion Program and Post-Program Session】

Pre-Program		Groupings of PYs according to the questionnaires PYs prepared for the Discussion Program and work on pre-program assignments.
↓		
Country Program in Japan	November 1-3 November 4	Japan-ASEAN Youth Leaders Summit Institutional visits relevant to group themes
↓		
Discussion Program (Onboard)	November 6 11:30-12:45	Group Meeting Selection of Discussion Program Steering Committee members
	14:15-17:00	1st meeting of Discussion Program Steering Committee Discussion of the details of implementation and preparation for Introductory Program
	November 7 11:30-12:45	2nd meeting of Discussion Program Steering Committee Discussion of the details of implementation and preparation for Introductory Program
	November 8 14:15-17:00	Introductory Program for Discussion Program Explanation of Discussion Program, Presentation of social activities in each country
	November 9 10:00-12:45	Group Discussion I
	November 10 10:00-12:45	Group Discussion II
↓		
Country Program in the Philippines	November 12	Institutional visits relevant to group themes
↓		
Discussion Program (Onboard)	November 15 14:15-17:00	Group Discussion III
	November 16 14:15-17:00	Group Discussion IV
	November 23 10:00-12:45	Group Discussion V
	November 24 10:00-12:45	Introduction for designing and implementing projects
	November 25 10:00-12:45	Workshop for project designing and planning
	December 1 10:00-12:45	Wrap-up
	December 2 10:00-12:45	Preparation for Presentation of discussion results, DG report making
	December 3 10:00-17:00	Presentation of Discussion Results
	December 4 10:00-12:45	Self-evaluation
↓		
Post-Program Session (Onboard)	December 10 14:15-17:00	I (plenary session) Introduction of SI and activities of SI and AAs
	December 11 10:00-12:45	II (by contingent) Introduction of activities of respective AA and former PYs
	December 12 10:00-12:45	III (by contingent) Discussion and designing of post-program activity
	December 13 10:00-12:45	IV (by contingent) Finalization of project designing and preparation for the Debriefing Session
	December 15 16:00-17:30	Debriefing Session Presentation of proposal of the project by contingent

2 Group Discussion Reports

(1) Youth Entrepreneurship

Facilitator: Mr. Polkrit Thomya

Number of PYs: 40

A. Focus, Aims, and Goals

Focus

PYs will understand the relationship between society and business and the current situation. On that basis, PYs will discuss and present what approaches are necessary in society and how youth themselves can work to encourage youth to launch new business with the end view of promotion and revitalization of the society and economy.

(It is considered that new business by young people can effectively revitalize the society and economy in ASEAN member countries and Japan. However, conditions and environments are not necessarily well developed for the youth to launch new business in terms of social, cultural and economic aspects. Therefore, it is important for the youth themselves to think how they can build a society that can make use of innovative ideas and ability to take action of the youth.)

Aims

- PYs will be inspired by learning and sharing entrepreneurship success and failure stories in Southeast Asia and Japan and how these cases help improve living standards in many prospects of their local community/ country.
- PYs from each contingent will have solid action plan and timeline for After-SSEAYP project to promote youth entrepreneurship in their local community/ country.

Goals

- PYs will understand the importance of youth entrepreneurship and its impact to their society.
- PYs will understand the situation of youth entrepreneurship in each country in Southeast Asia and Japan.
- PYs will understand roles of different stakeholders in entrepreneurship ecosystem and learn how to motivate stakeholders to collaborate to promote entrepreneurship.
- PYs will show more determination and interest towards promoting youth entrepreneurship.
- PYs will come up with initiatives and action plan to promote youth entrepreneurship and to create a network of youth entrepreneurs in Southeast Asia and Japan.

B. Pre-Program Assignments

Assignment I (Individual Assignment)

PYs will research on youth entrepreneurship stories in their country and select two examples – one success story and one failure story, then prepare one A4-page information for the discussion. The topics should include:

Success story

- What is the business?
- Why is it successful?
- How have the stakeholders helped in making this business successful?

Failure story

- What is the business?
- Why did it fail?
- What should the stakeholders do to make this business successful in the future?

Assignment II (Contingent Assignment)

PYs will research and prepare country information of current status of Youth Entrepreneurship (5 slides of PowerPoint for a 7-min presentation) according to these topics:

- How do educational institutes support / encourage youth entrepreneurship?
- How do national and local governments support / encourage youth entrepreneurship / new businesses?
- How do private organizations support / encourage youth entrepreneurship / new businesses?
- How do consumers support youth entrepreneurs / new businesses?
- How is the status and growth of youth entrepreneurship / new businesses? What are main factors to create such growth?

C. Proceedings

Institutional Visit in Japan

Institution: a.school (Tokyo, Japan)

a.school was founded by an ex-PY of SSEAYP and aims to create alternative education to children from elementary school to junior high school levels.

Activities

CEO of a.school, Mr. Takuma Iwata, gave an

introduction of the school which was created from the concept “Creativity for Kids.” He gave a lecture about educational system in Japan which sometimes still limits the creativity of kids. The school encourages creative-based learnings and inquiry-based learnings. Kids even had an opportunity to re-design their own curriculum.

PYs then had a small workshop with the CEO under the topic “Discover GREAT ‘Why’” by brainstorming about questions that everyone does not know the answer. PYs agreed for the question “Why do the Japanese love grand bath?” Japanese PYs in the DG helped to answer the questions. The activities encouraged creative thinking for participants.

What we learned

PYs gained knowledge about:

- a. the passion of the CEO who stated that he not only wanted to be a CEO, but a social changer; therefore, youth entrepreneurship can really make a difference in the society.
- b. the financial support from the government during the start-up of a school which is an important factor to encourage youth entrepreneurship.
- c. the creativity, uniqueness, and openness of the teaching style at a school can make a difference and go beyond the boundaries of a traditional educational system in Japan.

Group Discussion Session I: Why Youth Entrepreneurship?

Objective/s

PYs will understand the impact of entrepreneurship to the society at large.

Activities

- a. Videos on entrepreneurship: Impact to our society.
PYs watched 3 videos
 - (1) Google helped long-lost friends during war in India-Pakistan meet each other again.
 - (2) Airbnb turned strangers into friends; a story of two Berlin Wall guards from Eastern and Western Germany.
 - (3) Nong Khao Man Gai on TEDx; a story of an entrepreneur in Oregon, USA, who shared her thoughts of what entrepreneurial spirit means.
- b. Individual goal setting
PYs wrote down in sticky notes on what they want to achieve by the end of the session and posted them on whiteboard to share with other group members.
- c. Example of problems that entrepreneurship solved
Facilitators shared example of GrabTaxi, founded by

a group of entrepreneurs from Malaysia, Thailand and Indonesia, which helps solve transportation problems in many countries in Southeast Asia.

- d. Group discussion: What problems in society youth entrepreneurship can help solve.

PYs were divided into 6 groups with 6-7 members from at least four contingents. PYs then discussed about what problems in society entrepreneurship can help solve.

- e. Group presentation

PYs presented their ideas in role play format. Each group had 7-min presentation and 3-min Q&A session.

Outcomes

PYs had a clear understanding that when they want to make a change in the society, they do not have to be only politicians or civil society leaders or come up with only ground-breaking ideas, but only start with a small step to make all the difference. To prove this, PYs came up with their own quote – “The youth offers a great potential to develop a nation by empowering them through business leadership and entrepreneurship. Through their fresh and innovative ideas, they could find solutions on pressing issues and create boundless opportunities.”

With the videos shown and the example of problems given, PYs understood that entrepreneurs have the power to unite the local communities and to involve other key players such as the government and private organizations in projects that lead not only to financial stability, but also to unity and mutual understanding.

At the end of the session, PYs agreed to take the initiative for projects that contribute to local communities through innovation and incorporation of financial literacy. PYs agreed to encourage youths to have a sense of purpose and responsibility in taking the community to greater heights economically and socially as youth entrepreneurs are the foundation of our society.

Group Discussion Session II: How is the Current Status of Youth Entrepreneurship from each country

Objective/s

PYs will understand current situations involving youth entrepreneurship in each country in ASEAN and Japan.

Activities

- a. Group discussion
PYs are divided into 11 groups by contingent to review contingent assignment and prepare for presentation in Power Point format. The content is about entrepreneurship status in their own country which includes support from educational institutes, government and private sectors, consumers, and recent

growth.

b. Contingent assignment presentation

PYs presented their assignment by contingent in alphabetical order. Each contingent had 7-min presentation and 3-min Q&A session.

Outcomes

PYs learned the current status of youth entrepreneurship in Southeast Asia and Japan and that each sector has played an important role by supporting youth entrepreneurship:

- a. Educational institutes: the increase in number of schools/universities in Southeast Asia and Japan which conduct education of entrepreneurship boosts more entrepreneurs.
- b. National and local governments: financial support in countries like Singapore and Japan is a key factor which encourages more local youths to start up a business. The support includes profit tax exemption, funds for new businesses, and simplifying registration process for new businesses.
- c. Private organizations: the support in Southeast Asia and Japan varies from providing scholarships and funds to providing venues, workshops, and partnership opportunities.
- d. Consumers: in some countries like the Philippines, support comes through crowd funding or funding from prospective consumers, and purchasing local products and services made by youth entrepreneurs.

PYs understood that the drive factors for recent youth entrepreneurship growth in the region are

- a. The rise of online business
- b. Increasing number of youth entrepreneurs in Southeast Asia and Japan, across industries e.g. IT, food and agriculture.
- c. Increasing number of entrepreneurship courses
- d. Easier process to start up new businesses
- e. Advanced technology in communications.

Institutional Visit in the Philippines

Institution: Trese Payatas (Manila, the Philippines)

A local community which produces their own products to bring revenue to the community. It operates under Gawad Kalinga (GK), Quezon City. The community provides training and employment to out-of-school youth.

Activities

The session started with welcome remarks and inspirational speeches with community leaders which gave ideas to PYs that the entrepreneurship project was initiated because the community would like to stand on their feet

and be sustainable, so the products making involved local community members.

PYs were divided into 2 groups and took turn to visit 2 venues. The PYs were shown about the process of T-shirt silk-screen printing and bag sewing. The brand printed on the products is GK or Gawad Kalinga which means “give care to people.” PYs had an opportunity to try printing GK pattern on the T-shirt.

Also, PYs also visited local kindergarten of this community and had interaction with the local students.

What we learned

PYs learned that:

- Youth entrepreneurship can help develop living standards in rural areas.
- Vision by youth to the community is really important.
- Thinking positively help multiply the effort; thinking of “problems” as “opportunities”
- Caring for others is important to make the community members develop and grow together.
- Building strong middleclass community is crucial for economy.
- Having passion in what you do will bring success.
- To be entrepreneur, start small, dream big, be confident, and be self-initiative.

Group Discussion Session III: How Society Can Encourage Youth Entrepreneurship

Objective/s

PYs will understand roles and influence of key players and suggested activities for those players to help promote youth entrepreneurship.

Activities

- a. Reflections of institutional visits in the Philippines
PYs shared their thoughts and feedback towards the visit to Trese Payatas community in Manila. The two Discussion Steering Committee members took notes and summarized the information.
- b. Introduction of entrepreneurship ecosystem
Facilitator gave examples of stakeholders and how they help encourage youth entrepreneurship.
- c. Group discussion: Within your society, what would be the key players /activities to encourage more youths to be entrepreneurs.
PYs were divided into 6 groups with 6-7 members from at least 4 contingents.
- d. Group presentation
PYs presented their ideas in Manila paper/ PowerPoint format. Each group had 7-min presentation and 3-min Q&A session.

Outcomes

PYs learned the five main key players and their activities to encourage entrepreneurship:

- a. Educational institutes: increase entrepreneurship classes, workshops. This could be done by inviting successful young entrepreneurs from local community to share their experiences.
- b. Governments / NGOs: create policies that help young entrepreneurs. Give out grants and financial support to entrepreneurs. Outreach local products.
- c. Private organizations: create corporate social responsibility (CSR) projects that are related with youth entrepreneurship. Create internship program to give youths real experiences of being an entrepreneur. Organize competitions to raise awareness of youth entrepreneurship.
- d. Consumers / local community: support local products, promote local products by social media or word-of-mouth. Support the expansion of the business through endorsements, feedback, and product critiques.
- e. Media: do some coverage in the news for local products and educate the market about the products.

Group Discussion Session IV: Success and Failure Stories of Entrepreneurs in Your Communities.

Objective/s

PYs will be able to understand key successes/ failures from real cases in Southeast Asia and Japan.

Activities

- a. Videos of entrepreneurship success stories: GrabTaxi
Facilitator shared success story of GrabTaxi which has expanded its business to five countries in Southeast Asia. It started from an idea to help solve transportation problems about reliability, effectiveness, and safety of taxi services in many big cities in Southeast Asia. This example not only helps solve problems from the consumer's side, it also helps create more jobs and revenue for local taxi drivers.
- b. Group discussion
PYs were divided into 20 groups of 2 members. PYs then reviewed their individual assignment and prepare for presentation in Power Point format. Each pair selected one success story and one failure story of entrepreneurship from their communities and came up with factors that made the businesses succeed / fail.
- c. Individual assignment presentation
Each pair of PYs presented two stories in PowerPoint format. Each pair had 5-min presentation. At the end of five presentations, there was a 5-min Q&A session.

Outcomes

Having shared 40 business stories (20 successes and 20 failures), PYs realized that there are common success and failure factors of businesses in Southeast Asia and Japan.

Examples include:

- a. Success factors: Good timing, market-disrupting ideas, leadership, response to consumers' needs, good use of technology, network, government's support.
PYs have shared examples of successful businesses which include Jollibee (Philippines), Toh-Lao (Laos), Sing Youth Hub (Singapore), and Fresh Me (Thailand).
- b. Failure factors: Inability to response to consumers' needs, financial mismanagement, and lack of human resources, too complicated business plan.
PYs shared examples of failure businesses which include Konzept Living Mart (Myanmar), NOVA (Japan), Amble Footwear (Indonesia), and 2500R Retail Stores (Cambodia)

Also, PYs gained so much knowledge about new business ideas from other countries that could be adapted and implemented in their own country. PYs also learned about cultural diversity in Southeast Asia and Japan and how those businesses could adapt to the different cultures to be successful in their target markets. Although there were too many stories to share in one session, PYs agreed that it was a great sharing and useful information.

Group Discussion Session V: How Would You Promote Youth Entrepreneurship after SSEAYP

Objective/s

PYs will come up with solid action plan to execute in their country after SSEAYP.

Activities

- a. Recap of past topics
Facilitator recapped the topics that PYs had learned in Session I-IV
- b. Group discussion
PYs were divided into 11 groups by contingent to complete the jigsaws they have learned in the past 4 sessions and summarize the ideas to create solid action plan of After-SSEAYP project to promote youth entrepreneurship in their country. These topics were included:
 - What is the project idea to promote entrepreneurship and why do you select this idea?
 - How will you execute this idea in your country?
 - How will you invite your local government / community to participate?
 - How will the idea help improve your community?

- What are expected problems and solutions?
- What are detailed actions plan and timeline?

c. Group presentation

Each group (contingent) had 7-min presentation and 3-min Q&A session to present their plan in PowerPoint format.

Outcomes

For only a short period, PYs came up with many brilliant ideas with “solid” project plan to implement in each contingent after SSEAYP. The projects are:

Brunei Darussalam: Youth Entrepreneurs Charity Bazaar
Aims to gather local youths to build a rigid entrepreneur network between one another.

Cambodia: #DREAM_BIG

Aims to ignite the inner entrepreneurial spirits inside Cambodian youths by conducting workshops to connect successful young entrepreneurs to newly “start-ups” youth entrepreneurs through panel discussion.

Indonesia: The Youngsters

Aims to promote youth entrepreneurship to young people and give them the chance to meet with the experts, plan their own entrepreneurship idea, and also to implement the project.

Japan: CEO Stay

Aims to connect a strong bond between students, CEOs, and local communities from 47 prefectures by letting them staying in CEOs’ house.

Lao P.D.R.: Handicraft House Training

Aims to help local people to engage in small businesses, such as handicraft making, to generate more income for their families and to increase more employment rate in their communities.

Malaysia: KUDESA Accelerator Program

Aims to develop entrepreneurship skills for the youth and to improve the economy of rural areas in Kelantan.

Myanmar: Beads of Dreams

Aims to help local children by teaching handicraft skills so that they can stand on their own feet.

The Philippines: PWDs

Aims to boost morale for people with disabilities (PWDs) and to promote an inclusive society where PWDs can

demonstrate their capability and creativity.

Singapore: Share Your Experiences

Embraces opportunities for youth to become entrepreneurs and takes ownership and responsibilities of operating a business.

Thailand: The Attitude Project

Aims to promote youth entrepreneurship to local community through sharing session by Thai’s ex-PYs.

Vietnam: The 100,000 VND project

Aims to inspire youth to think out of the box by the efficient utilization of “100,000 VND”

Every contingent project has a promising plan with team structure, SMART goals, timeline, and key performance indexes (KPIs) measurement. The projects share the same goal which is to foster youth entrepreneurs to make their respective community a better place to live.

D. Resolution / Prospective Future Course of Action

PYs in DG1 have prepared solid plan for contingent post-program activity to implement in their own country after SSEAYP. They have applied project management framework to the plans according to facilitator’s recommendations, including team structure, SMART goals, Gantt Chart, and KPIs measurement. Detailed plan of 11 projects have been attached in a separated folder.

Furthermore, for DG1’s post-program activity, PYs have already created an online network called “SSEAYPreneurs,” via Facebook, to be a center of information exchange and status updates of post-program activity from all 11 countries.

These information will be passed through NLs, OBSCs, and Alumni Associations in their countries so that involving parties can learn about PYs’ ideas, give further recommendation, help monitor and evaluate the projects according to the set time frame. Moreover, the project updates from each contingent could be updated in SIGA 2016 in Cambodia.

E. Evaluation / Reflection (Self-Evaluation Session)

Most of the PY’s individual goals were met, including:

- Build connection in ASEAN & Japan among PYs.
- Know how to encourage entrepreneurship in the society.

- Learn about entrepreneurship ecosystem; key players and what they could help support entrepreneurship.
- Improve themselves in presentation skills.
- Share ideas and experiences and learn with DG1 mates.
- Learn to be more creative.

The goals that have not been met by PYs include:

- In-depth knowledge about how to start a business
- How to write a proper business plan.

For the unmet goals, facilitator recommended that they can be fulfilled through exchanging of information through “SSEAYPreneurs”- the online network after SSEAYP. PYs already have plans for continue networking such as inviting each other to entrepreneurship workshops / conferences / competitions in their country, find co-partners for new startup, providing information about how to start a business in each county, and sharing inspirational stories of successful entrepreneurs.

There were extra gains that PYs have learned beyond their expectations. These include:

- Learn to involve local community in the business which will make the business go further and be more sustainable.
- Learn that business is not only of financial purpose, but to help local community to have better standard of living.
- Project planning takes time and needs assessment before implementation.
- When there are several tasks, they need to be prioritized according to level of urgency and importance. Agreement among team members are necessary.
- Learn about different professional and educational backgrounds of DG1 mates.

F. Facilitator’s Comment

Facilitator’s Experience

The whole program was very well organized, including:

- the facilitator selection process
- the facilitators meeting in Tokyo in August
- YLS in Tokyo during country program in Japan
- on board agenda which was informed to PYs prior to each discussion session

Institutional Visits

Japan

- Since the first institutional visit in Japan, I utilized the 2 hour waiting time in the morning by introducing myself and my background to the group and letting the 40 PYs introduce themselves as well as share the reasons why they selected to be in DG1 to the whole group. It was

a productive session which not only let them get to know each other for the first time, but also to learn the inspiration of their DG mates.

- The institutional visit in Japan (a.school) was a good choice as the owner is an ex-PY so the PYs could relate to him easily. Also, the owner chose to do different kind of business which opened eyes to the PYs that creativity and imagination are more important than knowledge alone.

The Philippines

- Trese Payatas was a good choice as this below-the-poverty-line community members truly creates a better living standard of community with entrepreneurship. The community leaders had a good heart and could inspire PYs with their speeches about social contribution.
- Local community members warmly welcomed the PYs and had interactions with the PYs through the visit including having lunch together.
- The only concern is that each venue in the community had a small space, so that even the 40 PYs were divided into 2 groups, the sub-group still could not fit the size of the venue. Therefore, should there be any similar cases in the next years, the DG can be divided into 3-4 sub-groups, so all PYs will have a chance to experience each session more closely and effectively.

Discussion Sessions

- Preparation Session

Having shared the reflection of institutional visit in Japan in this session saved time for the following sessions. I shared with the PYs that facilitator’s role is to facilitate, not to lecture. And, the PYs will be the center of discussion program. They showed clear understanding for this point. I informed the PYs that in DG1, they should be self-driven. Therefore, many of them volunteered to be candidates for Discussion Steering Committee members.

- Session I & II

PYs expressed their high interest in impactful stories by Google, Airbnb, and TEDx. The PYs were also informed to be open and listen actively for the whole discussion session. Individual goals were shared on the board. Many of them would like to be an entrepreneur themselves; therefore, I emphasized the goal of DG1, to encourage youth entrepreneurship in their community, to them again and the PYs understood. The PYs share youth entrepreneurship status of their country in session II and

all PYs agreed this session was a great learning as there still are no other sources that combined such updated information from Southeast Asia and Japan.

- Session III & IV

Session III was a great follow of Session II because the PYs learned about key players in entrepreneurship ecosystem which they could trace back to their presented contingent assignment. Also, the presentation of individual assignments in Session IV was an active session with a lot of questions.

- Session V

This session was given for making a solid plan for (post-program activity). Each contingent therefore came up with their drafted plan and presented to the whole group. Feedbacks from DG mates were useful and the PYs considered the feedbacks for their plan adjustment.

Project Management Workshop

- The workshop preparation helped all facilitators together brush up their knowledge about project management which was very beneficial not only to the PYs, but also to the facilitators because some facilitators are involved in Alumni Association works back in their country so they could apply this framework to current and future projects.
- The real workshop was organized according to the time frame planned. The contents were digested to make it easy for PYs to understand. Some PYs gave feedback that the wrap-up part with one chart helped them a lot in memorizing the framework. Some energizer activities were used at the right time to protect PYS from falling asleep and be active.
- After the workshop, I noticed that in my DG1, PYs kept the document (booklet) well and brought it to the following session in which any questions are opened. DG1 collaborated with DG3 and we did have a fruitful



Q&A session with PYs for two hours. I was delighted that the PYs are eager to learn this framework to put into real use back in their country.

Presentations

- PYs in DG1 were assigned to prepare for the presentation in the sessions on December 1 and 2 with the help from 2 selected Discussion Steering Committee members. They were divided into 5 groups to come up with outcomes of each main session and prepare the best visuals for the final presentation on December 3. Moreover, I emphasized that all contingents need to have their solid post-program activity plan ready, so that DG1 could show commitment of our works to the whole audience on a presentation day.
- Although having solid plan of post-program activity from all 11 contingents is not required at this stage, as a committee member of ASSEAY Thailand during 1999-2009, I believe that it would be much better to have the plan ready and to encourage commitment from the PYs before the end of discussion program. If their plan is too loose or just a draft, the real implementation might not happen. There are some learnings in the past. At the end, I was glad that all contingents had submitted their plan and presented to the whole group before the final presentation.
- DG1 had a run-through rehearsal on December 2, one day before the final presentation. This gave time for the PYs to adjust contents and practice. The 2 Discussion Steering Committee members did have a good coordination in selecting 5 presenters who are not Committee members, assigning each part of the presentation to suitable presenter. I was impressed to see their enthusiasm and team work. This all showed their entrepreneurial spirits and good team work. The final presentation was beyond the group's expectation and the whole DG1 members were delighted.



(2) Cross-cultural Understanding Promotion

Facilitator: Mr. Wiwit Prasetyono Hidayat

Number of PYs: 42

A. Focus, Aims, and Goals

Focus

PYs will discuss what the youth can do to promote cross-cultural understanding, with the end-view of establishing a multicultural cohesive society. The topic shall include familiar issues such as family relationships and socio-cultural practices in the region. PYs will make a presentation of their proposals for possible activities based on their discussion.

Aims

The discussion program will provide opportunities for PYs to increase the awareness of cultural diversity in the context of Southeast Asia and Japan. In response to the rapid growth of interactions in the region, a variety of topics and activities are designed to set the stage for further discussion about the importance of cross cultural understanding. In addition, the PYs, as potential leaders in the future, will be facilitated to create programs to promote cross-cultural understanding started from small into wider communities.

Goals

- a. PYs will understand the issues and key concepts related to cross-cultural understanding.
- b. PYs will be able to identify factors that could affect social interactions between individuals or groups in Southeast Asia and Japan.
- c. PYs will be able to design activities to resolve problems related to cross-cultural understanding.
- d. PYs will gain confidence to promote cross-cultural understanding in the wider community through various post-program activity.

B. Pre-Program Assignments

Individual Assignment I: Participation in the Life-cycle Based Celebration

PYs will bring any pictures or printed materials that show their involvement in the celebration of life-cycle based events in their family or community.

Individual Assignment II: Essay

PYs will write a maximum of 500 words essay to explain the current status of migration in their respected country. It will be used to discuss about initiatives that each country has successfully performed to manage greater interaction among people from different cultural background.

Contingent Assignment I: “Pecha Kucha” Presentation

Every contingent will prepare 20 slides power point presentation. Each of them will be switched automatically after 20 seconds. The topic of the presentation was the celebration of the life-cycle based event in every country. This compact and more visual type of slides aims to attract more attention from audience and to provide more time allocation for discussion after oral presentation. Besides giving opportunity to further understand the cultural uniqueness in every country, PYs will be asked to identify the similarities in Southeast Asian countries and Japan through traditional ceremonies from birth to death.

Contingent Assignment II: List of Cultural Taboos (Dos & Don’ts) in Every Country

Each contingent will prepare a list of dos and don’ts in every country which covers at least three situations such as how to live with locals, visiting sacred places and to do business.

C. Proceedings

Institutional Visit in Japan

Institution: The Urasenke Tradition of Tea

Activities

PYs received a booklet about the tea ceremony before proceeding to the Urasenke. There, snacks and tea were served to each PY by the hosts in a traditional way. Two PYs had an opportunity to prepare the tea by themselves. Finally there was a question and answer session with the Tea Master.

What we learned

- a. The Urasenke Tea Ceremony is not only an important culture and a form of art for the Japanese people, but it also has deeper meanings and intentions behind. The most significant purpose is the purification of both body and mind. Before entering the tea room, guests have to walk through a garden to enjoy the nature first. At the end of the path, there is a place to wash the hands and mouth.
- b. During the war time, the teahouses are the only place to escape for peace, even for a short period of time. This, however, is also practiced in today’s time. With the silence and relaxing atmosphere, one can reflect on himself and find peace within.

- c. The Japanese Tea Ceremony is an example of a custom that is well-conserved and is still practiced nowadays even in big cities and with the globalization and modernization of the country. The PYs were inspired to go back to their respective countries and became more active in promoting as well as conserving their cultures.

Group Discussion Session I:

Objective/s

- a. To set the individual goals and common ground for group discussion
- b. To identify the current status in each country and to discuss about multicultural cohesive society
- c. To examine the importance of cross-cultural understanding

Activities

- a. Setting up individual goals and common ground for group discussion – PYs were asked to write their expectation and challenges on pieces of sticky notes. After that, they stuck the notes on the big tree-shaped paper so called as tree of expectations and tree of challenges. A few PYs read through some expectations and challenges of other fellow PYs loudly. At the end of this part, PYs discussed the common ground that they should follow to make the best out of the discussion program.
- b. Focus group discussion – PYs were divided into eight groups to discuss few questions such as: the current status in each country regarding interaction between people from different cultural background, and their idea towards the importance of having multicultural cohesive society. Each group was asked to present the result of the discussion to other fellow PYs subsequently.
- c. New culture games – The objective of this game was to demonstrate interaction with community which have different practices from their own. PYs were divided into two groups and assigned to different set of characters.

Outcomes

- a. PYs were able to set their individual goals by explaining their expectations and analyzing the challenges that would prevent them to meet the goals.
- b. PYs were able to find the common ground that everybody agreed to follow throughout the whole discussion program.
- c. There are many different ethnic groups in Southeast Asian countries, but none in Japan. Today, due to the migration, most big cities in Southeast Asia and Japan

are mostly inhabited by people from multi-cultural background. However, in small cities migration is considerably closed and people are not exposed to many differences.

- d. Having a multicultural society brings some advantages and disadvantages. The advantages are, for example, increasing trade (economic benefit), adding new cultures, having more choices of food, and providing skill/technological transfer. Yet, living in a multicultural society is not always easy. People are forced to learn new culture, including languages. Superficial interaction might create stereotype which in the extreme case stimulates political segregation and ethnic discrimination.
- e. From new culture game, PYs learned that when meeting with people from different cultural background they have to keep being open minded, flexible, and eager to learn and not hesitate to clarify / ask for help.

Group Discussion Session II:

Objective/s

- a. To further explore the similarities and differences of cultural expressions in the region
- b. To find the common ground and how to appreciate diversity

Activities

- a. Presentation by contingents (Contingent Assignment 1) – The topic for the presentation is traditional ceremonies that are commonly performed in every country to celebrate life-cycle based events. The events should cover at least four occasions, such as birth, initiation to adolescence, maturity (e.g. marriage) and death. The presentation conducted in a Pecha Kucha style presentation, in which 20 slides of images were shown for 20 seconds each.
- b. Large group discussion – Finding the similarities and differences of cultural practices in Southeast Asia and Japan.
- c. Games – Following the sound of the rooster and identifying the counting system (pronunciation and writing) in every country.

Outcomes

- a. Through Pecha Kucha presentation, PYs were able to know more about their community in regional level (Southeast Asia and Japan) in term of celebrating traditional culture from the birth to death.
- b. PYs realized many similar cultural practices in the region such as in counting system (spoken and writing).
- c. Celebrations of traditional cultures are greatly affected

by the religion and geographical locations. In mainland Southeast Asia for example, initiation to adolescence is usually followed by Buddhist ordination. In the Philippines, Indonesia, Brunei Darussalam and Malaysia, initiation to adolescence is marked by certain ceremony such as circumcision. Whereas in Japan, initiation to adolescence is marked by a coming to age ceremony.

- d. The differences that PYs were very excited to discuss are mainly in term of wedding proposal and funeral in every country. As for the funeral, PYs became acquainted that burial and cremation are just few ways to manage death body in the region. Other practices such as putting coffin in the rock or caves are still performed by certain ethnic group in Southeast Asia.
- e. Overall, PYs learned that their region (Southeast Asia and Japan) is very rich in diversity. Rather than judging one's cultural expression as funny or uncommon, PYs agreed that knowing more is very interesting.

Institutional Visit in the Philippines

Institution: National Commission for Culture and the Art (NCCA)

Activities

PYs were warmly welcomed by local youth upon arrival at NCCA. They led PYs to visit paintings gallery before proceeding to the auditorium. The main event was welcoming remark by the Hon. Felipe M. de Leon, Jr. Chairman of NCCA and continued by lecture on "Philippine Culture and its Similarity with Other Southeast Asian and Japanese Culture" by Dr. Wilfrido Villacorta, former Ambassador and Permanent Representative of the Philippines to ASEAN.

Many PYs asked questions during the open forum showing that the information was related to DG topic and the lecture was interactive. PYs were able to have another interaction with local youth when UP Tugtugang Musika Asyatika (TUGMA) invited PYs to join them to play Pilipino traditional music instrument.

What we learned

- a. Behavioral tendency was immensely affected by the socio-cultural setting. From the lecture, PYs learned that there were two different types of society such as agricultural (*gemeinschaft*) and industrial (*gesellschaft*). Each type will influence individuals to behave in day to day life. At the same time, we are getting all influences from social environment, socialization, experience, etc.
- b. The presentation and the purpose of cultural activities can be similar in any ways, but every culture must

have its own uniqueness. Therefore, our duty is to find cultural gifts in every individual and to be proud to share it with others.

- c. The importance of team work is depicted and needed in musical instrument performance. From the musical workshop, we learned that playing the instrument was not hard but playing alone hardly created music.

Group Discussion Session III:

Objective/s

- a. To elaborate the cultural variability in the society.
- b. To further explore the cultural variability that attached to every individual
- c. To elaborate concepts in cross cultural theories

Activities

- a. Focus group discussion (Individual Assignment I) – PYs were divided into seven groups to discuss few questions related to personal experiences on the celebration of life cycle-based events that were presented during Pecha Kucha presentation. The focus of this discussion is sustaining the traditional cultural events in modern day life. Each group was asked to present the result of the discussion to other fellow PYs subsequently.
- b. Games – PYs were asked to put their side on the characters on the given story. The given story was about the girl named Laila who had to cross the deadly river for her love named Sinbad. There came the third character named Brutus who took advantages by giving her a help under one condition that Leila would spent overnight with him. Under that confusing situation, Leila asked her best friend, Andy, for advices but unfortunately Andy had nothing to say. In a group of eight members, PYs were asked to list down who should be blamed the most.
- c. Large group discussion – PYs were asked to explain their reasons why each character should be blamed the most. Every group was given a chance to give feedback towards each other group. At the end, facilitator highlighted some reasons and elaborated with the theory of cultural variability explained by Hofstede including individual vs collective, feminine vs masculine, and high vs low power distance and high vs low uncertainty avoidance societies.

Outcomes

- a. To celebrate the life cycle-based events, the extended family in Southeast Asia and Japan are mostly involved in the decision making process.
- b. Some PYs realized that it needs a lot of money and

effort to pass on the tradition to the next generation. However, most of them are very keen on continuing the tradition as it can be used as a media to tighten family bonding, part of identity, and way to learn the local wisdom.

- c. Few dimension of cultural variability such as individualist vs collectivist, feminine vs masculine, and certainty avoidance can be interpreted from the games. Furthermore, PYs learned more detail about cultural variability by Hofstede through personal assessment survey that took place during the wrap up session.

Group Discussion Session IV:

Objective/s

- a. To apply the knowledge into a larger scale of cross-cultural setting
- b. To share any good practices of cross cultural understanding promotion from other countries
- c. To analyze problems of cross cultural understanding promotion in the community

Activities

- a. Role play – PYs were given case studies to practice competence in dealing with problems related to cross-cultural understanding. The cases are subject to three different field such as humanitarian, business, and international education. PYs discussed with small number of peers in six groups to find the way out in those three different cases. The results of the discussion were performed in a role play.
- b. Large group discussion – Finished with the role play, PYs discussed the insights they could utilize when dealing with real situation in the future.
- c. Focus group discussion (Individual Assignment II) – PYs shared the best practices of initiatives in every country in regard to the effort to manage diversity. They were grouped with other PYs who shared the same interest based on the topic that they wrote on the essay.

Outcomes

- a. PYs understood that cross cultural understanding competence can be used in different areas such as in business, education and humanitarian.
- b. Besides being flexible and considerate to other cultures, PYs stated that it is very important also to have courage in expressing identity. Therefore, PYs realized that cultural dialogues between people must come from both sides.
- c. PYs shared insights on how to response towards wider problem due to the lack of cross cultural understanding

promotion in the society with people who have similar interest.

Group Discussion Session V:

Objective/s

- a. To help the PYs to be more aware of their own culture and how it will affect their future
- b. To draft action plans to further promote the cross cultural understanding
- c. To analyze the challenges and the ideas to improve the action plan

Activities

- a. Video screening – This session was started by the screening of two videos. The first one was the video about cultural shock experience and the second one was the video of “The danger of single story” by Chimamanda Aidhicie from Nigeria. The later tells the audience about how people, especially minority group, that could not be heard due to the lack of information regarding their life.
- b. Large group discussion – PYs discussed among their peers about culture shock and the further impact caused by that situation.
- c. Focus group discussion – Based on the video of “The danger of single story,” PYs were asked to develop ideas to promote their own story, related to cross cultural understanding, to the public.

Outcomes

- a. More than just misunderstanding, PYs understood that being ignorance to other cultures and arrogant towards their own culture might create serious problems.
- b. Through the screening of “The danger of single story” video, PYs realized that serious problem such as racism, discrimination and feeling inferior towards native culture was started by the ignorance-arrogant situation.
- c. PYs were able to raise ideas on how to make public more aware on their native/traditional culture.
- d. The ideas resulted from this session will be essential for the next continuing sessions. During the workshop on project management, PYs developed project based on the discussion in session V. Furthermore, each contingent was also able to start developing post project activity related to cross cultural understanding promotion.

D. Resolution / Prospective Future Course of Action

Compared with other regions in the world, Southeast

Asia and Japan is undeniably rich in diversity. Apart from the different kinds of geographical condition, this region has many different languages, religions, beliefs and ethnic group. In the last few decades, this region has also been enjoying stable political circumstances that lead to the intensification of economic cooperation. Therefore, it is evident that the needs to establish a multicultural cohesive society are very important.

PYs realized that the major challenges faced by young people in Southeast Asia and Japan are the lack of knowledge on their own and neighboring culture. The erosion of culture which led to the degradation of identity is clearly happening, especially when it is challenged by the modernization and expansion of media and information. However, PYs also highlighted that modernization as well as media and information could be used to promote further cross cultural understanding.

During the discussion group, PYs in DG2 has come up with many ideas starting from strengthening individual commitment to organizing events that promote cross cultural understanding and social media campaigns.

Further details on the program action are as follows:

- Problem: stereotype/ misconception towards Japanese and Southeast Asian society
Action: social media campaign by using hashtag #Get2Know
Objectives: to clarify wrong/inappropriate information about Japanese and South east Asian culture to public and to promote a more positive image
- Problem: inferiority to the native culture
Action: cultural exchange
Objectives: to travel more and have more interaction with people from different background
- Problem: lesser interest to traditional culture
Action: digital production/ campaign (manga, cartoon, songs, video, movie, documentary, pictures), emphasizing local content to education (family-based and school education, organizing cultural event and collaborating with modern/pop culture
Objectives: to attract younger people attention in the region in order that they can continue the native culture and to promote it to greater audience
- Problem: less opportunity to have an on-hand experience with Japanese and Southeast Asian family/ society
Action: Host and hosted program - a platform for travelers in which they can stay and interact with local families in Japan and Southeast Asian countries. It is

similar with “homestay” family in SSEAYP but there is money involved and organized digitally like AirB&B system.

Objectives: to give a chance for everyone, mainly travelers to live and to have real day to day-based interaction with locals

In addition to above ideas, DG2 members are keen to create “JASEAN Cultural Calendar 2016.” This calendar contains top 5 most awaited cultural events in 10 ASEAN countries and Japan. By having this calendar, it is expected that people, mainly young people in the region will be more eager to travel and to understand other people and place in Southeast Asian and Japan. The distribution of this calendar will be through printed and digital media. The printed one could also be used as a fund raising activity to support further post program activities.

E. Evaluation / Reflection (Self-Evaluation Session)

During self-evaluation session, PYs were asked to look at their expectations and challenges that were set in the first session. They were allowed to take off the sticky notes from the “expectation” and “challenges” trees. Afterward, they were given other sticky notes to rate from 1 - 10 to indicate how far they have met the goals. On the other side of the paper they were allowed to write what area of improvements to fully meet their expectation.

Score	F
10	1
9	1
8	10
7	18
6	5
5	4
4	3
3	-
2	-
1	-

The table explains that most PYs have achieved considerable percentage of their expectation. Over the large group discussion, PYs explained that the biggest challenge to meet their goals is the tiredness due to so many activities PYs had to follow.

Regarding the content, several PYs wrote insightful notes that show how participants this year are very keen to follow discussion program. For example, one PY said that, “Instead of being more general, it would be nice to get in-depth in any specific topic.” Another PY requested to have a particular discussions such as, “I think we could

have had deeper discussion particularly how difference in culture cause conflicts and how these can be overcome.”

In addition, one PY in DG2 requested to have a more elaboration on cross-cultural theories, “Five dimensions of cultural differences by Hofstede is one of the great ways to explain cultural diversity. Yet, I thought we would have added more theories to clearly explain the diversity.” However, as the backgrounds among PYs are varied, few of them found that it is difficult to get along with the topic. “I chose DG2 because I think that the topic is easy. However, during discussion program there are many times that we talk about serious issues.”

PYs emphasized that to have firsthand information and hands-on experiences are very essential for their learning process. Surprisingly, they are very fond of the video about stereotype subjected to African people. The video titled “The danger of single story” was very moving so that they want to use it for discussion result presentation. Furthermore, it can be found on the sticky note that PY wants to, “try to incorporate current socio-cultural issues and to hear firsthand from one’s concerned.”

One area for PYs to have firsthand information and hands-on experience is undeniably during institutional visit. One PY explained “We had a lot of fun during institutional visit with DG2 but we did not learn much sometimes. The one in the Philippines was better.” At that time, PYs were given a lecture about cultural similarities among nations followed by the workshop on traditional music instrument. Therefore, a combination of interactive lecture and workshop seems to be the most requested by PYs.

As for the delivery, PYs enjoyed many activities that were used in DG2. One of the highlights was on Pecha Kucha presentation. Apart from just a new presentation style, PYs explained that they were able to grasp the content very well due to a more visual exposure. Regarding visual exposure, one PY said, “I like the way we introduce our culture by pecha-kucha, but maybe we could introduce by using video too”. Other than that, by given a limited time for contingent presentation, they valued more discussion time subsequently.

Besides giving comments on the area of improvement, PYs also wrote the lesson learnt that they have achieved throughout discussion sessions. It comprises not only in term of having exposed to new knowledge but also another aspect such as improving skills and attitude. Below are few lists of the lesson learnt that PYs had explained:

Content:

- Show what my country has and learn what my country’s culture has in common with other culture.
- I learn how geographical conditions and religions influence cultures and ceremony.
- We learned the values of each other culture. We learn to respect and accept as well as embrace the differences that makes up our identity.

Skills:

- I can improve my English. I learn some new and difficult English vocabulary.
- I improve my social interaction skills. I used to be lack of confidence. But after 11 sessions, I get used to do presentation with confident.
- I have new inspirations for my future studies.
- I know how to make icebreaking, energizing, mini games, songs and dances.
- I learn about project and team work.

Attitude:

- I learn how to remove the negative stereotypes and still see each other as a person.
- The most important thing for discussion activity is sometimes not the language skill but passion to tell other people
- To be open-minded gives me more friends.

Overall, above comments show that PY have gain several lessons through the discussion program. Apart from the content, after 12 meetings many PYs expressed that they have increased their confidence and enjoy interaction between people from different background. This condition clearly shows that one aspect towards establishing multicultural cohesive society such as having strong bond towards people and place have successfully achieved.

F. Facilitator’s Comment

Cross-cultural Understanding Promotion (CCUP) is one of the earliest topics that have been introduced since the discussion program in SSEAYP was organized in a more structured manner. It is argued that CCUP is the key to establish a multicultural cohesive society which closely related to the main purpose of SSEAYP i.e. to build friendship and mutual understanding among youth in Southeast Asia and Japan. It is also evident that interaction between people in the world, including Southeast Asia and Japan, is increasing nowadays. Therefore, I am sure that cross-cultural understanding is always relevant to be discussed in the program for the next continuing years.

Given that the focus of this topic is towards the

establishing of multicultural cohesive society, it was considerably challenging to set the goals and objectives in the preparation step. Not only that discussion about culture comprises a wide and complex issues, it is also difficult to set indicators to measure the completion of goals and objectives. Not to mention how to incorporate promotion issue into the whole discussion outline. After few discussion and research on sociology, I found out that cohesive society can be explained as a community with high tolerance, less conflict, strong bond toward place and people around them. Therefore, not only through discussion, above preconditions will be achieved effectively through interaction through total 12 meetings of discussion program.

It is very impressive that many PYs this year expressed that they are really interested in discussion program rather than any activities onboard. One of the reasons that they have expressed is because of the presence of facilitator. In DG2, PYs were very excited to ask for new activities or games that facilitator have designed to match with each DG topic. As a facilitator, I realized that apart from 5 sessions related to DG topic and 2 sessions related to project management, we were challenged to prepare total 12 sessions of discussion throughout the whole onboard program. Therefore, I suggest that apart from the seven sessions that were requested to prepare during facilitator meeting in August, other sessions such as introduction, wrap up, preparation for result presentation, result presentation and evaluation should also be carefully prepared by upcoming facilitators.

As discussion in SSEAYP today is very dominant, subsequently other activities onboard and during

country program were noticeably affected. For example, institutional visits in Myanmar and Malaysia that supposed to be under Solidarity Group (SG) were set aside in accordance with DG. Under comprehensive coordination, this situation might benefit DG activity as it will give a deeper understanding toward discussion topic. As a consequence, it will lessen the portion of other activity such as SG. However, as SSEAYP today has been tremendously changing even compared with when I was PY- eight years ago, it is reasonable that other activities onboard such as SG activity should also be redefined.

To be back again to the program as a facilitator this year, I was very surprised yet proud with PYs that they could follow discussion program in a more serious manner. I was a little worried that PYs could not get along with any plenary sessions when cheers, role play and song were not allowed to be used during presentation for the whole day. Unlike my experience as a PY back then, plenary this year were more like professional international conferences. However, the response from the questions that were asked by audience was very impressive. Therefore, I have to praise the PYs for their active and serious participation in the discussion program.

Overall, I am very grateful to be able to come back again to SSEAYP this year. I am very honored not only because I was able to help PYs facilitating discussion program, but other than that, I truly learned a lot from the positive energy that the PYs had brought in each activity. This energy, that I believe will be significant to draw our future. I am very convinced that Southeast Asia and Japan will surely harvest the seeds of mutual understanding and friendship that have been well managed in the last 42 years.



(3) Environment (Natural Disaster Reduction)

Facilitator: Ms. Eudela, Ma. Lourdes Rosquillo

Number of PYs: 40

A. Focus, Aims, and Goals

Focus

PYs will understand the current situation and efforts for natural disaster reduction in ASEAN member countries and Japan. On that basis, PYs will discuss what approaches are needed in order to reduce damages from disasters which might occur, and to create society where people can live safely without fear. Based on the discussion, PYs will make presentation of their proposals for possible activities.

Aims

- a. PYs will increase their awareness on disaster reduction, the natural hazards and risks faced by Japan and ASEAN countries and will be able to come up with possible youth initiatives to help increase capacity and reduce vulnerabilities of communities.
- b. PYs will propose youth-led disaster reduction activities related or applicable to their field of work or studies, community engagement or volunteer activities.

Goals

- a. PYs to analyze and map hazards, risks, vulnerabilities and capacities of their respective countries and take the mapping output as reference in making proposals on disaster reduction.
- b. PYs to be aware and appreciate the efforts and best practices on natural/disaster reduction and take them as reference in crafting proposals relevant to their respective fields of work, studies or community engagement in their countries.

B. Pre-Program Assignments

Individual Assignment I: DRR Terminologies

PYs to research and familiarize themselves on Disaster Risk Reduction (DRR) terminologies (e.g. hazards, vulnerabilities, preparedness, capacities, mitigation, risks, prevention, disaster reduction, etc.)

Individual Assignment II: Hazard Maps

PYs to research and bring a printed sample of any hazard map. Maps can be downloaded from DRR websites or can be requested from your respective government agencies that focus on DRR. PYs are highly encouraged to bring hazard maps of their own countries. However, for PYs that may have difficulty getting hazard maps in their countries, you may bring any available hazard map samples from the internet even if they are of other countries.

Individual Assignment III: DRR Advocates

PYs to research and share a story of a person in their country who strongly supports DRR activities. PYs need to list examples of his/her DRR projects/activities in the community or country that can be considered as best practice.

Contingent Assignment I: Disaster Information

Taking reference your country or any disaster-prone country, please be keen on the answers to the following:

- a. List the hazards, vulnerabilities and possible disasters that may hit your area.
- b. List the initiatives in place to reduce possible damage to infrastructures, properties and livelihoods, or loss of lives during disasters.
- c. Cite examples on the impacts of disasters your community/country faced in the recent years.

Contingent Assignment II: Hyogo Framework for Action

Research on Hyogo Framework for Action (HFA). Prepare a PowerPoint presentation focusing on DRR laws and best practices adopted in your country following the agreement in HFA. Limit the presentation to 4-6 minutes.

Contingent Assignment III: Interview on DRR

Make a video (2-3 minutes) showing how people in your country understand DRR. Ideally, this should be candid or informal interviews from people you have selected in random.

Contingent Assignment IV: DRR Advocates

Bring five printed photos showing natural disasters that were experienced in any parts of the world (Asia, Europe, Africa, etc). Put a label at the back of the photo on what disaster it is and where did it happen. Downloaded photos through the internet are welcome. It is important to cite the source/link by writing them at back of the photo.

C. Proceedings

Institutional Visit in Japan

Institution: Rinkai Disaster Evacuation Park
Association of Disaster Education Promotion
Activities:

- a. Earthquake simulation

- b. Tour in the area
- c. Video (animation) showing on earthquake
- d. Lecture on DRR, youth participation in DRR by Mr. Kenya Miyazaki, Secretary General, Association of Disaster Education Promotion

What we learned

- a. Practical tips on how to survive during emergency through simulation and survival quizzes
- b. An interactive/practical approach to raise awareness is more effective in conveying information to people than a formal presentation.
- c. The message to PYs from Mr. Miyazaki is “What you can’t usually do can’t be done in times of emergency. What you can usually do are the only things you can do in times of emergency. What you can do is what you have been doing until that point.”
- d. How to log and organize things to do after a disaster struck with the “Megro Maki”
- e. Key messages can be shared through animations. There are innovative ways to put DRR topics into school curriculum and make it interesting for children.
- f. Rinkai Disaster Evacuation Park has been identified as the center for business continuity plan of Japan Government should a massive disaster or earthquake hits Tokyo.
- g. Japan has prepared DRR not only by building structural countermeasures such as the evacuation centers and disaster-resilient infrastructures but also non-structural countermeasures such as integrating DRR in school curriculum and through conducting disaster awareness day where emergency drills/simulations are conducted.

Group Discussion Session I:

Objective/s

- a. To understand the types of Disasters
- b. To understand the terminologies, concepts relevant to DRR
- c. To be aware on the perception of people on DRR
- d. To be aware of the impacts of disasters to people and community

Activities

- a. Individual goal setting: PYs list individual goals they wish to achieve for the DG sessions.
- b. Reflection on the institutional visit in Japan: PYs shared the highlights and key learning of their institutional visit.
- c. Photo exhibit: Photos on disasters around the world were posted around for PYs to reflect on the impacts of disasters

- d. Matching of DRR terms: PYs were divided into groups and they were asked to match the terms and definitions provided
- e. Contingent presentation: Videos on interviews to check people’s idea about DRR in Japan and ASEAN member countries.
- f. Video showing: “Act Now, Save Later” (UNDP/OCHA). The video shows the impact on investing in preparedness to reduce risks to the population living in disaster-prone areas.

Outcomes

- a. PYs understood that disasters may be brought by natural hazards such as typhoon, earthquake, volcanic eruption, drought, or it may be human-induced like conflict or war, epidemic
- b. PYs understood DRR formula where the risk the community is exposed to is dependent on the intensity of hazards and people’s level of vulnerabilities over their existing capacity. Thus, a hazard event only becomes a disaster if it is beyond the capacity of the people to meet the impacts of it.
- c. Through the presentation of contingent assignment on how much people know about DRR, PYs realized that many people in ASEAN member countries have limited knowledge or no idea about DRR while Japan, being a disaster-prone country, has developed DRR-related courses and activities to draw more students to studying or involving in the spread of it.
- d. Through sharing of PYs who experienced firsthand disasters like tsunami and typhoon, the rest of the PYs have an idea how difficult is it to be caught in a disaster. Thus preparedness is a key to survivability.
- e. PYs understood key DRR terminologies and they were able to relate it into practical context.

Group Discussion Session II:

Objective/s

- a. To map a realistic picture of hazards, risks faced by Japan and ASEAN
- b. To highlight the current vulnerabilities and capacities that may trigger or reduce the impacts of disasters in each country and in the region in general

Activities

- a. Mapping of capacities and vulnerabilities by contingent
- b. Contingent presentation on mapping output

Outcomes

- a. PYs learned that Japan and ASEAN face similar risks and hazards but the level of impacts vary because of the difference on the vulnerabilities, capacities and best

practices the countries have.

- b. PYs realized the importance of cooperation and the need for concrete agreements among nations that face similar hazards and issues. Taking the case of countries sharing Mekong River, PYs understood that a country's work towards economic development may impact or increase the level of risks other countries face.
- c. PYs were keen on the difference in how most people in ASEAN member countries react to hazard events as compared to Japanese. As in the case of earthquake, Japanese are taught to take refuge under the table for safety should they be inside the house or building when the hazard event happens while most people in ASEAN member countries were taught to get out immediately from the house or building and run to an open space.

Institutional Visit in the Philippines

Institution: Metro Manila Development Authority (MMDA)

Activities:

- a. Short video on Philippine MMDA
- b. Briefing at the traffic control center on their system and daily operations
- c. Earthquake stimulation exercise at the earth quake experimental facility
- d. Briefing on flood controlling system at the flood control center

What we learned

- a. How to react in emergency situation (i.e. earthquake, flooding, typhoon) to increase the level of survivability should it happen
- b. Awareness and correct knowledge on earthquake and flood, and measures to be taken individually if a natural disaster strikes
- c. Quick and efficient communication and coordination among government agencies to mitigate risks to hazard events and lessen impacts of possible disasters
- d. It is important for governments to allocate enough budget for disaster reduction measures to cover all programs for the people.
- e. Involvement of the community and various government agencies and I/NGOs is crucial on disaster preparedness and response.
- f. Efficient use of social platform like mobile applications to disseminate real-time updates to community can save lives in times of emergency or disasters.

Group Discussion Session III:

Objective/s

- a. To map the hazards, current vulnerabilities and capacities that may trigger or reduce the impacts of disasters in each country and in Japan and ASEAN in general. (continuation of Session II)
- b. To link lessons learned from institutional visit to actual discussions on disaster reduction efforts

Activities

- a. Reflection: PYs will share their thoughts on the institutional visit in the Philippines
- b. Presentation by contingent: Continuation of session II's presentations of mapping outputs
- c. Mapping: PYs will note all the hazards faced in the region. They will reflect hazards, vulnerabilities and capacities of each country in a bigger Japan and ASEAN map. Presentation of output will then follow.

Outcomes

- a. PYs recognized that Japan, the Philippines and Indonesia are more disaster-prone compared to other countries in the region. These countries are exposed to natural hazard events on regular basis where PYs from the said countries regard every typhoon or earthquake as part of life. Thus, measures on DRR are evident in these countries compared to neighbouring countries.
- b. Through the presentation, PYs appreciate the capacities built by Singapore even if it faces less natural hazards and has less vulnerabilities compared to other countries.
- c. PYs learned that the economic development activities of other countries may induce or impact the level of risks, hazards and vulnerabilities of neighbouring countries.
- d. PYs learned that the geographical location of countries is an influential factor in the level of risks and in the number of hazard events they face and experience.
- e. PYs learned that Asia Pacific Region is the most disaster-prone region in the world in the last 10 years where 88% of all people affected worldwide by natural disasters live in the area based on the Office for the Coordination of Humanitarian Affairs (OCHA).

Group Discussion Session IV:

Objective/s

- a. To understand the efforts on disaster reduction and best practices adopted in Japan and ASEAN since the Hyogo Framework for Action
- b. To know best practices in line with the Hyogo Framework for Action

Activities

- a. Contingent Presentation: DRR Legislations and Best Practices in Japan and ASEAN in relation to the agreements made in the Hyogo Framework for Action (2005-2015)
- b. Open discussion : Exchange of significant learning from presentations

Outcomes

- a. PYs were aware on the best practices in Japan and ASEAN countries with respect to Hyogo Framework for Action
- b. PYs highlighted their appreciation to countries giving due importance to preparedness regardless of the occurrences of hazards in their areas – Laos, Singapore, Brunei Damssalam
- c. PYs were inspired to note the best practices of countries. PYs were impressed in Vietnam’s Float in Floods Project where bags with built in life jacket were given to school children to help them when flooding suddenly happens and they are in school. Another notable practice is Japan’s Café on DRR where citizens who are interested in DRR come together and hold relevant exchanges in an inviting and relaxed manner. Further, Japan’s vending machines that provide citizens free access to Wi-Fi connection after a disaster strikes has drawn interest among PYs.
- d. PYs were aware of and understood the importance of having a community or country action plan on disaster reduction and management.
- e. PYs highlighted the need to invest on maintenance of facilities and structures to ensure that they remain as measures to protect people rather than source of harm later on to the public.

Group Discussion Session V:

Objective/s

- a. To identify on the impacts of disasters in the communities.
- b. To understand the importance of increasing people’s capacity and reducing vulnerabilities in mitigating impacts of disasters.
- c. To relate experiences or ideas on impacts of disasters through simulation.
- d. To understand and appreciate the importance
- e. To recognize DRR advocates and their DRR efforts in their respective communities

Activities

- a. Simulation/role play: PYs will work on the roles they were assigned, depending on which sectors they

belong : Business, Government, International NGO, Community

- b. Group sharing: PYs who have direct or indirect experience on the impacts of disaster may
- c. Video showing: “Communication is Aid”
- d. Sharing: PYs to share the DRR advocate they have researched. They are to highlight the efforts made by the advocates to advance DRR in their respective fields.
- e. Pass the inspiration forward: PYs to write their commitments on how to put forward DRR education amongst the youth; they will share it with their group mates.

Outcomes

- a. Through the role play, PYs recognized the need for more preparedness measures and awareness raising on disaster preparedness and response because many people still do not know what they ought to do before and during disasters.
- b. Based on the sharing of PYs who had direct experience on disasters, PYs realized how serious impacts of disasters are to communities.
- c. PYs acknowledged the many efforts and best practices set in place by DRR advocates in the region.
- d. PYs were inspired by the concrete steps, even how small it may seem, DRR youth advocates do in other countries. PYs realized that it does not have to be a huge project that they have to do to be regarded as DRR advocate but it can start from not using plastic bags, or it can be through giving talks relevant to Environment.
- e. PYs made their commitment to pass forward through concrete actions the stories of inspiration made by DRR advocates which were shared to them by fellow PYs.

D. Resolution / Prospective Future Course of Action

- Learn more about DRR even if their country is not prone to natural disasters.
- Learn more about hazard maps and introduce hazard mapping to communities where possible.
- Share experiences and the knowledge learned from the DG sessions with friends and family members.
- Change in attitude by taking more responsibility for actions.
- Commit to never becoming ignorant to issues concerning DRR and environment and to contribute in every way possible through fields of engagements – may it be in the workplace, school or community.
- Improve on first aid + CPR + AED skill and get friends to join the training.

- Raise self-awareness and self-preparedness.
- Save people by saving and preserving natural environment.
- Write in the newspaper about the importance of DRR.
- Hold a youth camp where issues on environment and DRR will be thoroughly discussed.
- Come up with information, communication and education materials to raise community's awareness on disasters and its impacts, and share measures on preparedness, mitigation and prevention.
- Through the help of DRR experts and practitioners, sponsor or hold a training for school teachers so that they can better teach and integrate DRR to the curriculum for school children.
- Through the help of experts, conduct trainings on first aid and rescue.
- Work on a Post-program activity to raise the level of DRR awareness – use social media and other creative ways to reach as many people in the government, youth and corporate sectors, schools and other institutions.
- Collaborate - working together, finding people with common goal and work on actions to implement DRR projects.
- Considering impacts of disasters and sustainability when making project proposals or community programs.
- Look closely into development projects, with special preference to the ones that advocate green energy.

E. Evaluation / Reflection (Self-Evaluation Session)

PYs were given time to reflect on the individual goals that they have set during the first DG session. They were asked to go in groups of five and share whether they have achieved or not those goals and they were asked to highlight the contributing factors to it.

During the plenary, generally PYs expressed that they have achieved the goals they have set for themselves. They shared that they have understood DRR and the importance of it. They learned the impacts of disasters to communities that are not aware and prepared to the risks and hazards they face. PYs appreciated the institutional visits because through it, they were introduced to DRR concepts in practical and hands-on terms. The sharing of experts was the highlight of PYs learning in the said visits.

The DG activities broadened their knowledge on DRR. Some PYs who shared their direct experience on disasters specifically the Asian Tsunami (2004) and Super Typhoon Haiyan (2013) made the rest of the PYs realize that disasters

are serious matters that need to be concretely addressed through DRR. It is evident that PYs are convinced to work more on efforts to reducing vulnerabilities and increasing capacities of communities through increasing the awareness of the possible natural hazards and risks.

PYs recognized the efforts of the countries in meeting the Hyogo Framework for Action and learned about the best practices implemented anchored to it. They were inspired by the stories of DRR advocates who, in their little and big ways, put forward DRR to the mainstream.

PYs expressed that DG sessions were not as boring as they thought it would be. They account it to the activities in every sessions and the friendly ambiance of the group that fosters sharing of toughs and views without fear of being judged.

Generally, PYs who made DG3 as their first choice were happy on how the sessions and learning experience went.

PYs made a commitment to spread the information about DRR to wider audience through the help of social media and other creative ways. More importantly, PYs highlighted that they will start the good change within themselves.

F. Facilitator's Comment

I was struck when one PY asked me why I wanted to go back to the ship again. I was not able to answer quickly because I thought it was quite a wrong question that needed to be paraphrased. I reckon any ex-PY desires to return to the ship under whatever capacity – be it as administrative staff, NL, OBSC representative or facilitator. I answered the PY's question by highlighting that it was just a fortunate coincidence that my work and engagements are relevant with one of the DG topics for this year. Further, as a Filipino whose country has been struck by notable disasters in the last four years, I only desire to share lessons learned and best practices to raise the awareness of people on the impacts of disasters and how conscious human efforts can save lives. I acknowledge that not everyone is given the opportunity to share the way I do, and for that - I am grateful for having been chosen to facilitate the learning experience of PYs in DG3.

Based on a report released by the Office for the Coordination of Humanitarian Affairs (OCHA), Asia and the Pacific is known to be the most disaster-prone region in the world as 88% of the affected people by natural disasters live here. From 2005-2015, three major disasters hit the region: Cyclone Nargis in Myanmar (2008), Super Typhoon Haiyan in Philippines (2013), and

Nepal Earthquake (2015). Given the facts, Asians are more compelled to take seriously disaster risk reduction and management efforts more than anyone in the world. And what best way to start it? Raise awareness of what is, what had been done and what are set to be made with respect to saving lives through DRR.

The PYs in DG3 are generally aware of the disasters happening in the world but not so much on DRR efforts that governments have rolled out since the agreements set in Hyogo Framework for Action (2005). However, through the presentations, discussions and sharing, PYs learned that there are a number of initiatives, legislations and best practices that are already in place and some PYs were even toying with the idea of bringing best practices to their respective countries where deemed practical and feasible.

PYs are of different backgrounds and expectations upon joining DG3. Some have hoped to learn more technical matters about the topic where they expect to apply in their fields of work later on, while some do not have much knowledge on the topics and consider their participation as a platform to basic learning. The early provision of Group Theme Information with the inclusion of pre-program assignments was essential in leveling off expectations of PYs had they only taken time to thoroughly read and complied.

Institutional visits and meeting experts to discuss DRR topics have provided a good venue to stir the interest of PYs to the DG topics. It may be great to have more time and opportunities for institutional visits relevant to DG in ports of call. Through it, PYs will have better understanding of the efforts made by each country with reference to the DG topics at hand.

PYs learn best by doing. Indeed, experiential learning is beyond compare. They just need a venue where they can carry out their learning into practical and concrete context.



It may be good to explore the possibility of PYs conducting a talk or activity per DG to the last port of call where they have interactions with the youth, or it may be good to explore the idea of holding DG related activities onboard in collaboration with the SGs.

As Discussion program is regarded to be the core of the program, this has to be well emphasized to all contingents. PYs, through the help of NLs, have to come to SSEAYP with a mindset that being part of the program is more than the opportunity to travel and have fun with other youths in Japan and ASEAN member countries, but more importantly - there is an expectation of them to have greater social awareness and stronger interest to social contribution once they return to their respective countries.

Each session provides a door to increase the awareness of PYs on social issues but what happens after the awareness is solely in the hands of the receiver. To act on it or to stop from there, no one can really have control over it except the individual PY. We can only hope that every learning in SSEAYP will make one a better person who commits to contribute in making the world a better place.

Thank you very much to the Government of Japan for allowing the ripples of good change to continue through mutual understanding and friendship founded in SSEAYP. Thank you IYEO and Administrative staffs for your trust and efficient support through and through. Thank you to my co-facilitators who have been my family away from home. Thank you to all the DG3 PYs who have made every DG session a great venue to learning from each other. Thank you to everyone who has been a part of the 42nd SSEAYP, you are now my batch mates. Until our paths will cross again.

I leave you with this tagline made by DG3: "Know Disaster. No Disaster." Prayers for your safety always!



(4) Food and Nutrition Education

Facilitator: Ms.Saengnapha Uthaisaengphaisan

Number of PYs: 35

A. Focus, Aims, and Goals

Focus

PYs will discuss what youths can do to actualize sound dietary life throughout the lifetime, by discussing traditional food culture, agriculture and food supply in ASEAN member countries and Japan. PYs will make a presentation of their proposals for possible activities based on their discussion.

Aims

- PYs aware of importance of food and nutrition education.
- PYs commit to promoting sound dietary through life course.
- PYs encourage others youths to contribute in food and nutrition education in their communities

Goals

- To understand educational strategies, especially to change health-related behaviours
- To appropriate sound dietary into daily living
- To concern a from-farm-to-table food production process, in terms of local vs mass production
- To appreciate ASEAN and Japan traditional food culture

B. Pre-Program Assignments

Individual Assignment:

- Practice the healthiest lifestyle for one day which must include, but not limit to, sound dietary and physical activities. Write one A4 page to describe what you do, in detail, and note how you feel on the particular day(s).
- Interview one person who has changed to a healthier lifestyle/health status. (e.g. quit smoking, quit or moderate alcohol consumption, quit or limit consumption of some specific food, weight control, reduce sedentary behaviors, more exercise, walking to work, more vegetable or organic food intake etc.) Use the interview form provided and also write 5-10 sentences of your own expression.
- Prepare 4 copies of 1 picture of traditional food (either a main dish or dessert). Make your note about how this food relates to the country tradition and how the ingredients are grown in local agriculture settings. You may also prepare to share its ingredients, calories, and why you like/dislike it. Prepare to talk about it in 1-2 minutes.

Contingent Assignment:

- Prepare an oral presentation about any organization related to food and nutrition education in your country. It can be either government / non-government / international / foundation/ charity group etc. Presentation material must not exceed 5 slides (preferable, 5 A4 size printouts), including photos if there is any.

Information must cover:

- Name of the organization
- Main activities of the organization
- Target population the organization works on
- Funding and budget of the organization
- Results of the organization work

C. Proceedings

Institutional Visit in Japan

Institution: TANITA Research Institute Ltd.

Activities

- Lecture about TANITA, its health-related research and health related products
- Lecture about nutrition and well-being
- Visit to TANITA museum
- Body composition analysis
- Try healthy recipe of TANITA for lunch

What we learned

- History and establishment of the company that originally founded as a bathroom scale manufacturer for bigger brands, before expanding and grounding itself to the present focus of well-being and health-related products such as pedometer, calorism, digital scales, sleep scale platform, thermometer, hygrometer etc.
- TANITA initiative in promoting six healthy behaviors i.e. no smoking, less eating, less alcohol drinking, more sleep, more exercise, and more communication to its employee and society.
- TANITA shokudo which has become a signature restaurant of the cooperate and the healthy recipe which is widely adopted throughout Japan and some other countries.
- Factors that influence health status e.g. enough sleep relates to a more production of growth hormone, body fat composition relates to an appropriate production of sex hormone, exercise and calcium intake relates to

- bone density etc.
- e. Four major body compositions (fat, water, muscle, and bone) and their functions i.e. fat provides insulation and shock absorption, water helps maintaining organ functions, muscles yield physical movement, and bones keep body posture.
- f. Interpretation of body composition analysis result and what to be improved, based on the segmental analysis, total body water status, muscle mass balance, visceral fat rating etc.
- g. Miscellaneous health tips through a Q&A session e.g. sodium intake and hypertension, sugar intake and diabetes, cup noodle consumption, deep fried food and its impact to health

Group Discussion Session I:

Objective/s

- a. To share lesson learned
- b. To understand how food and nutrition education benefits well-being
- c. To familiarize in English speaking environment

Activities

- a. Reflection of institutional visit in Japan
- b. Reiteration of food and nutrition concept using a glossary technique
- c. Pre-discussion self-assessment, contribution in the DG, and declaration of help needed from other members
- d. Obtaining and discussion food and nutrition related information from DG members through human bingo game
- e. Individual goal setting by write a letter to self
- f. Discussion of Individual Assignment a.

Outcomes

- a. PYs are educated with basic food and nutrition knowledge, as well as the real corporate practice in promoting healthy living to the employees. PYs also realized that an appropriate environment helps sustaining the healthy practice. Policies, facilities, and gadgets provided by the company are examples that keep employee engaged.
- b. PYs understand common terms used in food and nutrition education e.g. calories, shokuiku, body mass index.
- c. PYs expressed concerns e.g. lack of English skills, lack of knowledge about food and nutrition, overweight/underweight, worries of the serious and not-interactive environment.
- d. Common expectation of PYs in joining the discussion group are 1) having a chance to talk and share ideas with

- other people 2) improving their English skills as well as gaining confidence 3) learning about other countries' food, the recipe and also taste the food 4) having practical tips in losing/gaining weight, particularly how to count calories. Other expectations are 1) to learn about food industry and agriculture 2) to learn about the ship food stock and food waste management.
- e. PYs requested and corresponded to fellow PYs' inquiries, to create a friendly, respectful discussion environment together without competition and judging or being judged. PYs would remind themselves to avoid using big words, complicating sentences, and fast pace, therefore everyone can follow the discussion.
- f. PYs learned more about other PYs in the DG as well as felt relieved in the English speaking environment through the Human Bingo game.
- g. PYs realized that their one-healthiest day made them feel happier and healthier.
- h. PYs felt inspired and committed to the individual goals of healthier living.

Group Discussion Session II:

Objective/s

- a. To share healthy behavior information and the how-to adjust to a healthier living
- b. To reaffirm the commitment in improving self-health status through on-board sound dietary practice
- c. To gain more confidence in English discussion environment

Activities

- a. Discussion of Individual Assignment a. (continued)
- b. Small group designing and presenting of "A Healthy Day"
- c. Silence moment for a self-reflection of on-board dietary practice of PYs

Outcomes

- a. PYs realized that healthy living is practical, realistic and usually involve more activities besides food and nutrition practices e.g. physical activities, dental health, mental health, socializing etc. PYs learned that the most common practice was to avoid fast food, not to skip breakfast, to eat more vegetable, to exercise, and to relax during the work days.
- b. Within small groups, PYs shared ideas and concepts of healthy living through finding common activities, common choices of food during their practice of individual assignment a and each group agreed that healthy living must include all aspects of practice, besides sound dietary.

- c. PYs are aware of the special environment on-board which may not allow an easy practice of sound dietary. PYs concerned that individual food choices and consumption on-board are affected by many factors. However, the crucial factor is, still, self-control.

Institutional Visit in the Philippines

Institution: Philippine Women's University

Activities

- Lectures about food and nutrition education in the Philippines
- Watching a cooking demonstration of Filipinos local food (chicken adobo, fish salad, banana cake, and egg custard)
- Having local Filipinos food for lunch

What we learned

- Filipinos health statistics which is carried out by the government agency every five years: showing health status of the population that the Philippines has been challenged by Millennium Development Goals in decreasing poverty and malnutrition; however, anemia in population has been continuously improved and there is a lower incidence of wasting and malnutrition in children. A double-trouble is defined as the country is facing both malnutrition and overweight in the population. Chronic diseases, namely hypertension and diabetes, are rising among adults. While 1/10 adults has chronic energy deficiency, 3/10 adults have obesity.
- Words of wisdom from the vice president "Nutrition is the medicine of the future"
- Filipinos eating habits by geographic: there are three major regions of the Philippines i.e. Luzon, Visayas, Mindanao. Each region has different resources and different agriculture, the food culture therefore differs.
- Filipinos food culture generally shows Spanish influence. It can also be described as a mixed Malayo-polynesian cooking.
- The experience of Filipinos food cooking through the demonstration and a direct experience to taste the food.
- The common flavor is sweet and the common ingredients include banana, coconut, chicken and spices.

Group Discussion Session III:

Objective/s

- To understand and to appreciate ASEAN and Japanese traditional food culture
- To learn from others' local food experiences (during a country program in the Philippines)

- To identify healthier options of local food
- To have a hand-on experience in food and nutrition education

Activities

- Local Menu: each PY presents an Individual Assignment c. to the DG
- Local food experiences: DG collected name and some recipe of local Filipinos food that PYs have tried during the country program
- Reflection of the institutional visit in the Philippines
- Explanation of the on-board contingent assignment "Convince others"; try to educate or to convince one target PY to practice healthy activities

Outcomes

- PYs shared 35 traditional dishes and found common dishes, especially within ASEAN member countries.
- Traditional food from 11 contingents are:
 - Brunei Darussalam
Ambuyat, Buahulu, Penyaram or UFO
 - Cambodia
Prahok, Koriko, Nom Ansom
 - Indonesia
Rendang, Tumpeng, Kapurung
 - Japan
Ramen, Natto, Seki-han, Tempura
 - Lao P.D.R.
Laap pa/seen, Khao Tom, Olam
 - Malaysia
Nasi Lemak, Lemang, Lempeng Kelapa
 - Myanmar
Kaw Bouk, La Bat Toat, Bane Mone
 - Philippines
Halo Halo, Tinulang manok
 - Singapore
Laksa, Ice Kachang
 - Thailand
Somtam, Tom Kha Gai, Pad Thai
 - Vietnam
Mi Quang, Canh Chua, Thit Dong, Goi Cuon, Banh Cuon
- PYs realized that ingredients of the traditional food and cooking methods also relate to the nations' culture as well as climate, resources, religious belief of the respective countries. For example, sticky rice and banana are common ingredients in Myanmar, Thailand, Lao P.D.R., and Cambodia; while coconut-based curry is more common in Malaysia, Singapore, Indonesia, the Philippines, and Brunei Darussalam. Fresh vegetable mixed with spices is common in Lao P.D.R., Vietnam,

and northeast of Thailand.

- d. Through sharing of food history, PYs learned the influence of foreign culture on their food culture. For example, Portuguese influence on Japanese Tempura, Spanish influence of Filipinos food, mixed Chinese-Indian-Malay influences on Singapore food culture.
- e. PYs appreciate the efforts in organizing the institutional visit and the well, thoughtful preparation of the program at the institution.
- f. Within the same contingent, PYs learned to plan and to work together for “Convince others” on-board assignment; in educating other PYs to practice a healthier living. PYs concerned about the challenges.

Group Discussion Session IV:

Objective/s

- a. To understand advantages and disadvantages of local vs mass food production
- b. To experience food and nutrition education in real practice
- c. To understand knowledge-attitude-practice model of health education and its limitation

Activities

- a. Sharing and refreshing the lessons learned from previous sessions
- b. Sharing on-board assignment “Convince Others” and discussion of successful/failure factors
- c. Small group discussion about local and mass food production

Outcomes

- a. PYs aware that educating and providing knowledge alone do not yield a success in changing of behaviors. Most people already have some knowledge and good attitude towards healthy living and sound dietary. However, the commitment is more difficult, yet a critical trigger to practice.
- b. When convincing other PYs, it was found that the most difficult cases are PYs who have lots of health knowledge e.g. medical doctor PYs, nurse PYs. Those PYs are not self-motivated to actualize sound dietary into daily living.
- c. PYs shared that they felt unconfident when trying to convince others. It seemed easier at planning than in real situations. More and better plans are needed. PYs also realized that they also should practice sound dietary by themselves before going to convince others.
- d. PYs referred to local food as followed:
 - related to culture and traditions
 - offered feeling of homeland/family

- household catered and consumed
 - locally grown and fresh ingredients
 - more selections and more flavorful
 - affordable and supporting locality
 - more familiar tastes
 - varied in recipes and hygiene practice
- e. PYs referred to mass food production as:
 - franchise fast-food chains
e.g. Jollibee in the Philippines, MOS Burger in Japan, KFC, Burger King
 - coffee shop chains
e.g. Coffee Beans and Tea Leafs, Starbucks, Dao Coffee from Lao P.D.R.
 - a popular, fast growing business globally
 - luxury lifestyle impression
 - easily accessible and convenient
 - controlled and reliable quality
 - artificial flavors, colors, texture
 - oily, and much processed
 - unhealthy; long-term health effects
 - f. PYs realized their preference for fast food; however, PYs also concern about mass food production process which involves chemicals/artificial/hormones/pesticide use and its health effects.

Group Discussion Session V :

Objective/s

- a. To understand the situations and challenges about food and nutrition education in ASEAN member countries and Japan
- b. To appreciate traditional food culture (examples from Vietnam)
- c. To be able to identify factors and barriers to healthy living
- d. To experience Food and Nutrition Education in real practice

Activities

- a. Sharing and small group discussion about the Contingent Assignment
- b. Sharing of local food experience during the country program in Vietnam
- c. Sharing and discussion about Individual Assignment b.

Outcomes

- a. PYs learned from other PYs’ local food experiences in Vietnam and realized the healthiness of food choices in Vietnam.
- b. PYs learned and shared information about organizations which are working in this field in ASEAN member countries and Japan. An example of government

bodies is Brunei Darussalam Ministry of Health who implements the national action plan for prevention and control of non-communicable diseases. An example of private corporates is Nestle' who runs a campaign in Malaysia. An example of foundations is Thailand's Foundation of Health Promotion in reducing weight and waist circumferences. Singapore runs the national weight losing campaign. A nutrition enhancement program in Lao P.D.R. focuses on maternal care and newborns' long term health outcomes e.g. I.Q. and motor movements.

- c. PYs realized that the needs for food and nutrition education for each country vary and diverse. There are already some agencies taking actions but there are still gaps and youth can contribute.
- d. Through sharing of interview experience, PYs learned many success stories and relevant factors. Discussion led to PYs' realizing and being encouraged to actualize sound dietary into PYs living.

D. Resolution / Prospective Future Course of Action

As a hand-on experience, after having a project management lecture from facilitators, PYs brainstormed and listed out many food and nutrition related challenges that have been observed on-board. These included:

- inadequate intake of water
- over eating
- food waste
- violation or difficulties of food restriction during homestays
- limited access to nutrition facts
- limited choices of healthy menu, on-board
- unhealthy dietary practice e.g. alcohol, snack, instant noodle consumption, and late night meals.
- inadequate exercise or physical activities

Situation and capacity analysis was applied to identify the practical on-board project. PYs agreed that "food waste" would be a try-out project of the DG. Therefore, four sets of committee were organized; secretariat, logistic, documentation, and promotion. The facilitator supervises all committee.

At the time of facilitator disembarkation, a survey was successfully done and initial results were inclusively presented in the plenary session, together with DG outcomes. Results show that 60% of PYs leave food waste on their trays and female PYs is more likely to leave food than male PYs. The most common reason is an unconcern of amount they can take. In general, PYs tend to take too

much and eat too much food, yet leave food waste. PYs also mentioned that the food does not taste as what they expect it to be so they leave the food.

This on-board project had been continued by the committee after facilitator disembarkation. Aims of this project are

- to increase PYs' awareness in food and nutrition education
 - to provide Food and nutrition facts to PYs
 - to equip PYs in this DG with a teamwork experience and a hands-on experience of project management
- Besides the on-board project of DG, each contingent discussed the possible Post-program activity, in accordance with country situations analysis:
- JPYs propose a 5-day camp to provide education about local farming, food storage and healthy lifestyle to the community.
 - CPYs propose a food and nutrition education campaign for parents in rural area; aiming to improve the nutrition status of the children.
 - Malaysia PYs propose a Nutri-camp which will introduce nutrition facts, practice and appropriate physical activities to participants.
 - Phillipine PYs propose a package of activities to tackle malnutrition problem of children in the community; this includes improving the household poverty by providing careers and education to parents, initiating mother-and-kid menu, and monitoring the children's weight. This requires a cooperation from locality, non-government, and government bodies.
 - Indonesia PYs propose "Hydroponics for Health" campaign which will teach and promote hydroponics vegetable and vertical garden to household. This campaign focuses on a self-sufficient chemical-free vegetable source.
 - Singapore PYs propose to educate parents about lunch menu so ensure that their children get appropriate nutrition during school days.
 - Lao PYs and MyPYs propose a program to educate rural-area primary school children about healthy food and hand hygiene. It aims to alleviate the malnutrition and food-related problems.
 - Vietnam PYs aimed to raise donation on-board and propose to conduct a research about food intake of people in rural area. Research will later provide suggestions to sound dietary practice.
 - Thailand PYs propose an online platform e.g. a fanpage of Facebook which will publicly provide Food and Nutrition Education.

- Brunei PYs propose to coordinate with a health group called “Freelatics” to help expanding the sound dietary practice and exercise.

E. Evaluation / Reflection (Self-Evaluation Session)

PYs spent silent moments to self-assess and self-reflect their achievement based on their personal goal setting.

Personal goals in overcoming English language barrier are mostly achieved. PYs expressed that they are more confident in communicating and discussing in English, as well as public speaking.

Personal goals related to traditional food appreciation are satisfactorily achieved; both through the discussion sessions and country programs.

Personal goals related to sharing knowledge and practical health tips are achieved through the small group discussions, designing and presentation of an ideal healthy day, lectures from institutional visits, and additional information from the facilitator.

Personal goals related to sound dietary practice are not widely achieved: two of those who also wanted to lose weight, success and reduce their waist circumference by 1-4 inches while those who wanted to gain weight, have insignificantly achieved the personal goals. PYs identified a self-control and peer help as important success factors. However, PYs also concern that the environment on-board may not be friendly for healthy practice.

Personal goals related to PYs’ readiness to contribute to the community is achieve. PYs express their commitment in youth contribution in food and nutrition education either in contingent or smaller scales. Ideas for post-program activity are as listed in the previous section (D. Resolution/ Prospective Courses of Acton)

F. Facilitator’s Comment

I sincerely appreciate the Cabinet Office, Government of Japan, the International Youth Exchange Organization of Japan (IYEO), Alumni Association of Thailand, and the relevant agencies in giving the opportunity to become a facilitator for this DG again.

Noting that Discussion Program is a core activity of SSEAYP, I have personally observed the more and the better time



allocation for PYs to participate in discussion. There are also more DG-related institutional visits at all ports of call, even when PYs were not grouped according to the DG.

I also appreciate that discussion topics of SSEAYP include food and nutrition education since the inappropriate dietary practice has increasingly caused health problems and has gradually burdened the overall expenditure; at individual, national, and global levels. Therefore, I highly agree that youths should be properly educated and be able to educate others to practice a healthy lifestyle.

The focus on actualizing sound dietary life is challenged by the on-board catering and dining nature. I personally concern that healthy environment is one of the three important parts of Shokuiku, besides educational strategies and accessibility to food. When applicable, basic nutrition facts of each menu shall be provided; in order to help PYs properly select food choices and experience sound dietary life on-board.

The focus on traditional food allows PYs to deepen their discussion in cooking method and food culture through their country programs. This results in a significant appreciation of their traditional food, as well as finding common food culture among countries. I feel thankful and admire the administrative staff in highlighting this point during the facilitators meeting in Tokyo. I would love to see this practice continues.

My one humble wish is to see all relevant parties, particularly NLS, actively get involved in all sessions of Discussion Program. The presence and supports from NLS help PYs realizing the importance of the activities, as well as help identifying PYs struggles.

I, here, once again would like to express the deepest appreciation to SSEAYP. I also send my sincere thanks to all PYs in this DG and the Discussion Program Steering Committee for their contribution to the success of Discussion Program. I wish to witness the post-program activity of this batch PYs which are concrete outcomes of the long running 42 years of SSEAYP. Shall the spirit of social contribution of youths continue.



(5) Health Education (Measures Against HIV/AIDS)

Facilitator: Ms. Megumi Ueda

Number of PYs: 34

A. Focus, Aims, and Goals

Focus

PYs will understand the current status of measures against HIV/AIDS in ASEAN member countries and Japan. On that basis, PYs will discuss what the youth can do for health education, including measures against HIV/AIDS. PYs will make a presentation of their proposals for possible activities based on their discussion.

Aims

- PYs will gain accurate knowledge on HIV/AIDS and be able to disseminate the knowledge to others
- PYs will understand the measures against HIV/AIDS in each country and take a feasible action for their country

Goals

- PYs will develop basic knowledge on HIV/AIDS and identify country-specific issues.
- PYs will learn how the measures against HIV/AIDS are incorporated in health education in Japan and ASEAN member countries.
- PYs will understand that HIV/AIDS issues are greatly associated with social, cultural and economic factors.
- PYs will open up their mind and build confidence to speak up their opinions on HIV/AIDS.
- PYs will consider how to support people facing the risk of HIV/AIDS and Living with HIV/AIDS.

B. Pre-Program Assignments

Individual Assignment 1

PYs answer following questions;

- Describe your motive to participate in DG5 and your expectation (within 50 words).
- Describe where/when/how you learnt about HIV/AIDS (within 100 words).
- What is your image of HIV/AIDS? (within 10 words).
- Define each keyword.
<Gender> <Sexuality> <LGBT>
- Find out the situation surrounding LGBTs in your country.

Individual Assignment 2

PYs learn basic information on HIV/AIDS and describe following questions (within 50 words)

- What is a difference between HIV and AIDS?
- How are people infected?
- How do you know whether you are infected?

- How is the infection treated?
- How can you prevent to be infected?
- Except for HIV/AIDS, explain some of other STIs (Sexually Transmitted Infections)

Contingent assignment

Prepare a presentation on the situation of HIV/AIDS and Health Education in your country. The presentation is expected to be less than 7 minutes per group with maximum 10 slides in MS Power Point.

- It should include statistical data (possibly showing a transition/ trend at least 20 years), prevalence rate, number of death etc...
- Identify country-specific issues and the reasons.
- Explain how the health education in your county deal with the HIV/AIDS issues as countermeasure.

C. Proceedings

Institutional Visit in Japan

Institution:

- Place Tokyo (Positive Living and Community Empowerment Tokyo)
- Community Center akta

Activities:

Place Tokyo: PYs experienced a workshop conducted by three staff members of Place Tokyo

- PYs were divided into small groups and each group named the team.
- PYs set their goals by group for the session.
- The staff members from Place Tokyo explained on the organization and its activities.
- Place Tokyo introduced a note written by a person living with HIV and PYs shared their feelings.
- Based on the work, PYs discussed the situation on HIV/AIDS in their country and presented what they could do as youths to tackle the issue.

Community Center akta:

- President of the organization made a presentation on the situation on HIV/AIDS in Japan and the activities of akta.
- PYs visited the institution in Shinjuku and explored more about the activities to raise awareness of LGBTs and HIV/AIDS.

What we learned

- a. We are already living with PLWHA (People Living With HIV/AIDS) and the issues are among us, not someone else's problem.
- b. Current situation on HIV/AIDS in Japan.
- c. Accessible treatment, care and services from the organizations and Government of Japan.
- d. Communication strategies that the institution takes to raise public awareness.
- e. Social perception of LGBTs in Japan has gradually improved.

Group Discussion Session I:

Objective/s

- a. Set individual goals
- b. Foster comfortable atmosphere for discussions
- c. Consolidate learnings from institutional visit in Japan
- d. Develop knowledge on gender and sexuality issues

Activities

- a. Goal setting and sharing based on Individual Assignment I-a working in small groups
- b. Discussion and confirmation on ground rules during the sessions
- c. Wrap-up of the institutional visit in Japan and implication sharing with keywords
- d. Information exchange on the situation surrounding LGBTs in their countries based on the institutional visit

Outcomes

- a. PYs presented their motive to join and objectives of Discussion Program. At the same time, they considered how they would be able to support other PYs since their background and the extent of knowledge were different.
- b. PYs agreed on the ground rules during the sessions due to sensitivity of the theme. The ground rules were shared on a manila paper and recited in every session. The highlights of the ground rules are as follows:
 - What happens in the discussion stays within the group.
 - Open your ears and listen to others.
 - Do not interrupt or judge.
 - Accept and respect other's opinions.
 - Feel free to share your knowledge and experience.
 - Help, love and support one another.
 - Be punctual.
- c. PYs shared their learnings and findings from the institutional visit in Tokyo. For some PYs, it was the first time to meet PLWH (People Living with HIV), thus they realized that PLWH could live ordinary life like them. Moreover, it was an opportunity for PYs

to know the fact that they are actually living with PLWHA.

- d. Based on the institutional visit, PYs exchanged information on the situation of LGBTs in their countries in terms of rights, status, social perceptions and laws, leading to better understanding of common and different points by country. According to their group presentation, in some countries, LGBTs are considered as mental illness or trouble makers, multiplying stigma. In Malaysia, for instance, LGBTs are even not recognized and transgender persons may be arrested.

Group Discussion Session II:

Objective/s

- a. Gain correct information on HIV/AIDS
- b. Learn assertive communication to risk behavior Activities.

- a. Small group discussion of the basic information on HIV/AIDS according to Individual Assignment II
- b. Quiz session
- c. Group activity "a couple's talk tonight" Outcomes

- a. PYs worked in small and mixed contingent groups and each group was assigned to one question based on their individual assignment such as (1)difference between HIV and AIDS (2)Transmission routes (3)HIV testing (4)Treatment (5)Prevention (6)Explanation of other STIs. Each group presented the result of discussion to the whole group. PYs confirmed the basic knowledge and corrected some misconception on HIV/AIDS.
- b. Referring to the previous work, PYs answered questions and developed their knowledge.
- c. "A Couple's Talk Tonight" activity is a group work to know the importance of communication with a partner. PYs are divided into six groups and a half of them took a role of a person who wants to have sex with her/his partner, while the other half groups do not want. PYs considered how to convey the feelings and persuade each other in words and gesture in order to appropriately agree to have sex or not to have sex. Role plays were then followed so that PYs put their discussion into practice. Through the activity, PYs learnt how to respect the partner and realized that communication would be an effective tool for protection.

Institutional Visit in the Philippines

Institution: San Lazaro Hospital and Pinoy Plus Foundation

Activities:

- a. Presentation on Hospital, its operation and situation on HIV/AIDS in the Philippines by medical doctors
- b. Explanation on Pinoy Plus Foundation
- c. Interaction session with Pinoy Plus members
- d. Visit Outpatient Department(OPD), Laboratory and Counseling ward

What we learned:

- a. PYs learnt the current situation on HIV/AIDS in the Philippines that the number of new infection cases is increasing.
- b. PYs recognized treatment, care and services provided by the Hospital
- c. PYs found that Hospital and Pinoy Plus Foundation work together to support PLWHA.

Group Discussion Session III:**Objective/s**

- a. Wrap up the institutional visit in the Philippines.
- b. Learn the situation on HIV/AIDS in Japan and ASEAN member countries and its countermeasures.

Activities

- a. Small group discussion on reflection of institutional visit in the Philippines
- b. Contingent Presentation on the situation of HIV/AIDS in their countries based on Contingent Assignment

Outcomes

- a. PYs shared their learnings and findings from the institutional visit in the Philippines. Given the fact that the members of Pinoy Plus whom PYs met were all HIV positive, they realized that they did not need to be afraid of PLWHA and were already living together with LGBTs and PLWHA.
- b. PYs understood the HIV/AIDS situation and countermeasures taken in each country. The highlights of the presentations are as follows;

<Singapore>

Although the HIV prevalence rate is low, newly infected cases are increasing. The main issue was highlighted as stigma and discrimination. Prior to employment, people are to undergo HIV testing in some companies. If they were found out HIV positive, they might be rejected for employment. Moreover, it is compulsory for foreigners to disclose their HIV status in applying for student or working visa in Singapore

<Philippines>

According to the statistics of WHO, the prevalence of HIV/AIDS in the Philippines has alarmingly increased by

25% from 2001 to 2009. The challenges were identified as stigma and lack of information. The government enforced laws to prevent HIV and promote health education, however, the advocacy does not sufficiently affect the key population.

<Malaysia>

New HIV infection cases have greatly decreased compared to the peak in 2002. Nevertheless, the national statistics demonstrate that trend in transmission has shifted from sharing a needle to sexual contact. In addition, a couple is encouraged to take HIV testing before marriage and if either of the couple were HIV positive, they would not be recommended to have a child

<Vietnam>

Although statistics show gradual decrease of new HIV infection cases, there still remains stigma and discrimination due to lack of knowledge. The most susceptible people are female sex worker and MSM (Men who have Sex with Men). The government aims to eradicate HIV and has implemented 90-90-90 program especially in 5 provinces of the country.

<Indonesia>

The age group of PLWHA is highly concentrated on the young generation in 20's to 30's. The major infection route is heterosexual contact occupying more than 60% of the cases in the past 27 years. Traditionally it is observed immoral to have sex before marriage, while the youth is one of the key populations these days. Another susceptible population is defined as housewives. Policies, government and non-government programs tackle the issues.

<Japan>

Japan is a unique country where the number of HIV new infection cases has been increasing among the developed countries in the world. Although the major infection route is sexual contact between women and men, the number of new infection cases due to homosexual contact stays flat. The government provides free HIV testing and 145,048 persons in total took a test in 2014 which was 8,648 higher than the previous year. Currently, students are to learn on HIV/AIDS at junior-high and high school.

Group Discussion Session IV:**Objective/s**

- a. Learn the situation on HIV/AIDS in Japan and ASEAN member countries and its countermeasures

- b. Identify the county-specific issues
- c. Recognize that various factors are associated with the HIV/AIDS issues

Activities

- a. Contingent Presentation on the situation of HIV/AIDS in their country based on the Contingent Assignment (continued from the session III)
- b. Contingent group discussion to highlight country-specific issues
- c. Small and mixed contingent group brainstorming to identify what kind of factors are associated with the issues and who are more susceptible to HIV/AIDS

Outcomes

- a. PYs understood the HIV/AIDS situation and countermeasure taken in each country. The summary of their presentation are as follows;

<Cambodia>

The first HIV/AIDS case was found in 1991. Since 1998, the number of new infection cases is on a decreasing trend and the prevalence rate is estimated as 0.7% among adults aged 15 to 49. The major infection route is from husband to wife (30%). The government is working towards a zero case approach by 2020. There was an outbreak in Western Battambang province in 2014 where an unlicensed nurse shared a syringe in attending to patients, causing 251 new cases.

<Lao P.D.R.>

This first HIV case was identified in 1990. Although the HIV prevalence rate is low, infection cases have been increasing. The major infection route is sexual contact between men, while the key population was identified as housewives and labors.

<Brunei Darussalam>

Due to its religious background, information on HIV/AIDS is very limited. Moreover, homosexual sex is illegal and any issues related to MSM are still hidden in the country. From 1986 to 2012, 81 of infection cases in total have been reported and 74% are male patients. The age group of 20-29 is most susceptible. Although treatment and care are provided by the government for free of charge, sex education is not included in school curriculum. Distribution of free condoms is also difficult for religious reason.

<Myanmar>

People who inject drugs make up the largest number of HIV infection according to the statistics. In 2011, 3500

of newly infected cases and 14,000 AIDS related deaths were reported as a peak. In addition, it is estimated that the AIDS related death rate will increase in the next few years since advocacy is unlikely to be reached out to the rural areas. The biggest challenge is reforming of policy and legal framework.

<Thailand>

The presentation was conducted in a role-play style. A total of 379,049 are in Antiretroviral Therapy (ART) in the past 10 years. The country aims at decreasing the number of new infection by half by 2016. The major issue on HIV/AIDS is stigma and discrimination.

- b. Through the contingent group discussion after the presentation, PYs identified each country's specific issue. Consequently, six of the most common issues were highlighted;
 - Stigma
 - Increase of newly infected cases
 - Sex workers
 - MSM
 - Drugs users
 - Infection to housewife
- c. Based on the six issues, PYs brainstormed and found out the factors which generated the issues. In addition, PYs identified key populations and stakeholders by each issue. As a result, PYs understood various social, cultural and economic factors were associated to HIV/AIDS issues and there were common/ different challenges in each country.

Group Discussion Session V:

Objective/s

- a. Consider how to disseminate knowledge to others
- b. Learn how to support PLWHA and people at risk of HIV

Activities

- a. Role plays by small groups
PYs were divided into six groups and each group was assigned to a key population of HIV/AIDS. The group made a plot of 5 to 7 minutes-drama about the key person. All members were to act at least one role and express how to support the person.

The key populations were as follows;

- Men who have sex with men
- Sex Workers
- Pregnant women living with HIV

- Children living with HIV
- People who inject drugs
- Adolescent girls

b. Sharing their learnings and findings from acting a role

Outcomes

- a. PYs freely and creatively set the background, circumstances and stakeholders, then showed a drama by group. They successfully included social, cultural and economic issues into the drama which they learned from the previous sessions. Moreover, they explored why the person was more susceptible and addressed ideas how to support those people in need.
- b. PYs were able to imagine what they would feel like and react if they were or if their family/friend were HIV positive. Furthermore, PYs confirmed the importance to gain accurate information and disseminate their knowledge so as to support people. PYs shared the perspectives that HIV/AIDS issues were not only related to health, but also human rights, dignity and quality of life.

D. Resolution / Prospective Future Course of Action

To celebrate the world AIDS day on the 1st of December, DG5 planned and implemented three on-board activities following the project management process that they learnt. PYs worked on the projects by sub-committees such as role-play, activity, logistics and press. Due to the sensitivity of the topic, PYs formulated a proposal assisted by the facilitator and submitted it to the administration in advance. The summary and outcomes of the projects are as follows.

a. Rainbow Parade

Date: December 1, 2015

Time: 13:15-13:45

Venue: Dining Hall

Activity: To raise awareness of non-DG5 PYs on the issues of HIV/AIDS, PYs marched in the dining hall during lunch time. Some of the PYs acted as LGBTs and others carried a placard with a message.

b. Red ribbon sign board

Date: December 1, 2015

Time: Whole day

Venue: 2nd floor

Activity: To address the support for PLWHA, PYs drew a large red ribbon in a manila paper and asked all PYs on board to sign on it. The sign board attracted 184 signatures

in total.

On the day before World AIDS day, PYs announced the events in the morning assembly, requesting all PYs and administrative staff to wear a white shirt and have a red ribbon provided by the DG members

c. Voluntary activity

Date: December 3, 2015

Time: 21:00-22:10

Venue: Umi Lounge

Activities

(1) Role play

PYs created a plot about a story of a female sex worker who was HIV positive based on the learnings from whole DG sessions. Although the story seemed exaggerated the life of a sex worker, one of the DG5 representatives explained their purpose at the end of the play which avoided stigmatizing a sex worker.

(2) Booth setting

- HIV/AIDS basic information
- STIs station
- Demonstration of Condom wearing
- Condom cover design
- Quiz Station
- Photo booth

PYs set above 6 stations in the venue and let the participants stop by each station so that they could collect stickers from number 1 to 6. In completion, the participants received a condom as a gift.

This voluntary activity attracted more than 80 participants despite the late shift. They paid attention particularly to the demonstration of condom wearing where everyone could try to put a condom on a small spray bottle by facilitation of some DG5 members. Since many of the participants have touched a condom for the first time, this VA highly advocated non-DG5 PYs on safer sex. At the same time, the success of VA encouraged PYs to disseminate information to others and developed their confidence in talking about HIV/AIDS related issues and safer sex more open-minded.

E. Evaluation/Reflection (Self-Evaluation Session)

a. Small group evaluation

PYs were divided into small and the same groups as of the first session when they set their goals. PYs reviewed the goals and evaluated their achievement by writing down